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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,  
270 Madison Avenue, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.  
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.  
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.  
TORONTO OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada  
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.  
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent  
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

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Vol. XI

SEPTEMBER, 1930

No. 1

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## *Boston University Awards Honorary Degree to Mr. Gregg*

MR. GREGG was honored at the commencement exercises of Boston University last June by receiving the honorary degree of Doctor of Commercial Science, S.C.D. In conferring the degree, President Marsh made the following citation:

John Robert Gregg, pioneer and outstanding contributor to the development of commercial education; originator of a system of shorthand that has become world-wide in its use, and which has combined with the art of typewriting to revolutionize the outlook of young men and women everywhere.

### *"Pioneer" in Commercial Education*

The citation refers to Mr. Gregg as a pioneer in commercial education. Many who are familiar with the history of commercial education and have followed its development in this country will realize that the term "pioneer" in reference to Mr. Gregg exactly fits the situation. When Mr. Gregg started the introduction of his system at Boston in 1893,

the teaching of commercial subjects was in its infancy. Shorthand was taught in but few high schools, and then as an elective subject. Because of the complexity of the older systems very few elected to study it. With the introduction of Gregg Shorthand, the growth of commercial departments in high schools increased enormously. The private schools, however, immediately saw the possibilities of the system and began to develop them energetically. These small beginnings are a far cry from the conditions today, when practically every high school and many of the universities of the country are offering commercial courses and courses in business administration.

### *Honor Symbolic*

The honor conferred on Mr. Gregg is symbolic. By its act the University not only gave recognition to him for his contribution, but also has given recognition to commercial edu-

cation itself. This is very significant, because it shows that the institutions of higher learning have caught the tempo of this amazingly active economic and social age, which combines business science with art, general science, and culture. It is appropriate, too, because, of the large number of those receiving degrees in the ten schools comprising the Boston University organization, the largest graduating class in 1930 was from the School of Business Administration.

Mr. Gregg was especially honored, too, by the fact that as Boston was celebrating its Tercentenary this year the trustees of the University had decided to confer honorary degrees at this commencement only on distinguished Bostonians or graduates of Boston University. Exception was made for Mr. Gregg (who, by the way, can now be addressed as Dr. Gregg) on

account of the fact that his career in the field of commercial education began in Boston. One of Dr. Gregg's most prized possessions is an enlargement of a small flashlight photograph of his first evening class in Gregg Shorthand, a small group of students at the Boys' Institute of Industry. Dr. Gregg was greatly pleased by the fact that his conviction that commercial education offered wide opportunities for economic advancement was justified with even this first small class, for in the throng of 14,000 people gathered in Boston Arena to witness the commencement exercises there were at least two members of this class, both prominent in the business life of Boston.

We know that our readers will join us in congratulating Dr. Gregg on the signal honor that has been bestowed on him by Boston University.



*First Shorthand Class of Mr. Gregg's in America  
Boys' Institute of Industry, Boston, 1893*



*Honorary Degree Recipients at Boston University, 1930*

(Left to Right)—William F. Anderson, Bishop of the Methodist Episcopal Church, Boston, Former Acting President of the University, Awarded Litt.D.; President Daniel L. Marsh; Bishop-Elect Henry K. Sherrill, of the Episcopal Diocese of Massachusetts, LL.D.; Charles F. D. Belden, Director of the Boston Public Library, Litt.D.; Horace Packard, Surgeon, Boston University Professor-Emeritus, Sc.D.; Elmer J. Rathburn, Associate Justice of the Supreme Court of Rhode Island, LL.D.; David W. Wells, Ophthalmologist, Boston University Professor-Emeritus, Sc.D.; John R. Gregg, Shorthand System Originator, New York City, S.C.D.; John D. McLaughlin, Associate Justice of the Superior Court of Massachusetts, LL.D.; Mrs. Lars Anderson, Author, Boston and Washington, LL.D.; Albert B. Meredith, Professor-Elect of Educational Administration, New York University, Hartford, Conn., LL.D.; G. Bromley Oznam, President of DePauw University, Greencastle, Ind., Litt.D.; Herbert J. Burgstahler, President of Cornell College, Mount Vernon, Ia., LL.D.

# Correlation Between Shorthand and Typewriting in Second Year High School

By Florence Ordway

East Orange High School, East Orange, New Jersey

**C**ORRELATION between Shorthand and Typewriting to the average commercial teacher generally means Transcription Speed. This term has been defined as the rate at which shorthand notes may be transcribed on the typewriter. I have been asked to give a general outline of my work in transcription classes in the East Orange High School—how we introduce the subject at the beginning of the second year, our methods of classroom procedure, and how we increase the speed of transcription until we attain our final transcription speed of 20 words a minute on difficult material dictated at 80 words a minute.

## Passing Requirements

We have a two-year course in Stenography and Typewriting open to juniors and seniors. At the end of the first year of shorthand, pupils, in order to continue with the work of the second year, must be able to take a five-minute dictation test with 95 per cent accuracy at the rate of 60 words a minute on ordinary material, transcript to be pen-written and transcribed under the supervision of the teacher. These same pupils must be able to type at the rate of 30 words a minute with not more than 10 errors for a period of 15 minutes.

## Preliminary Practice

All pupils taking shorthand transcribe from the shorthand plates in Graded Readings on one day a week for about 15 weeks the last part of the first year. There is no timing or marking of this work. It is the first step toward building up transcribing ability in the second year, for, as we all know, speed of transcription is determined by speed and fluency of reading, first from the perfectly written notes found in any of the shorthand plates in the textbooks, and later from the students' own notes. It is very essential to establish a transcribing habit early in the course.

## English Prerequisite

An adequate knowledge of common everyday English is absolutely necessary before we can expect to attain even the most ordinary

skill in transcription. At least a passing mark in English ought to be required before beginning the study of shorthand, but unfortunately this is not always possible.

## Second-Year Work

Now let us consider the beginning of the second year of shorthand and typewriting. The pupils under discussion are spending 40 minutes a day on each subject, 5 days a week for 40 school weeks. The periods are entirely independent of each other and are generally not consecutive periods.

I plan to outline the work and methods of the teacher of second-year typewriting as building up transcribing ability. This teacher does not necessarily teach these same pupils second-year shorthand. Three of the five periods a week during the entire year are spent by the pupils transcribing their own notes. Two days a week the material is dictated by the typewriting teacher and on the third day it is dictated and marked by the shorthand teacher. Of the other two days devoted to typewriting, one is spent on speed and accuracy tests, the other is taken up with the presentation and application of the various office problems so comprehensively given in Mr. SoRelle's "Rational Typewriting Projects."

## The Daily Program

It is wise to spend the first day in the transcript class reviewing the set-up of various letter forms, using the unarranged letter material at the beginning of "Rational Projects." Pay special attention to spelling of prominent cities, correct abbreviations of states, noting of enclosures and initialing of letters. One day should be enough for this. The mechanical part of the set-up and arrangement of letters is supposed to have been made automatic through much practice on exercises given in the first-year typewriting textbook.

The second day, drill on the exact arrangement of letters of about 100 words in length, discussing adjustments, spacing, and margins. The third day, have the class type letters of this length from plates in "Speed Studies"—discuss thoroughly errors of arrangement. The

fourth day, dictate in the typing class two letters of this same length, about 100 words each. Because of the drill given on the two previous days the pupil is able to concentrate on getting an accurate transcript of his own shorthand notes, the set-up, etc. having become automatic. He is told the number of words dictated, so he knows instantly where to set marginal stops, how far down to start the letter, and what spacing to use. In our school we have double rows of drop desks, so we always dictate double the amount of material to be marked, giving a different assignment to alternate rows. This helps to eliminate depending on a neighbor's letter for assistance when notes are poorly written or omitted! Another advantage of the greater amount of dictation given is that the fast pupil may transcribe two letters while the slow pupil is doing one.

When all have finished one of the two letters, neither of which is timed, they are exchanged and marked by pupils. All errors are thoroughly discussed. The pupil is asked to notice particularly how many typed lines his own special notes take up. Neat erasures are allowed, for the ultimate aim is mailable letters. On this day, the first day on which the pupil transcribes from his *own notes*, I ask a few of the brighter pupils to read back their notes to the class before transcribing, so every one has a chance to correct outlines, if necessary. We want to be sure that the student has all the shorthand so that he can keep his eyes on his notes and concentrate on typing. This reading aloud is not done again—instead, I usually allow two minutes to scan notes for thought and correct wording before transcribing.

### *Timing Transcription*

The fifth transcribing day the typewriting teacher dictates two letters of the same length as the day before, still 100 words. Two minutes is given for silent reading, and the transcription time is noted. A stop watch is most essential. There are various ways of timing in a class of thirty or more. I start the transcribing as if it were a typewriting speed test and as each student completes his transcript I give the time taken for the work. Occasionally I check up to see if they are marking the correct time on their own letters. When all have transcribed, the letters are exchanged and marked by the pupils and errors discussed.

The sixth day we follow the same plan, with this exception—the typewriting teacher marks the letters instead of the shorthand instructor. The letters are of 100 words in length, dictated at the same speed—60 words a minute.

All transcript work is graded according to Gregg Transcription Rules. That means all errors typographical, stenographic, spelling,

punctuation, capitalization, paragraphing, arrangement, etc. have equal weight. In all work 95 per cent accuracy is required.

### *How We Grade the Work*

The errors are subtracted from the number of words in the letter. The remainder is divided by the time taken to transcribe, giving the net speed per minute. The marks for speed are the same, regardless of the length of the material—

- A, 20 or more words a minute
- B, 18 or 19 words a minute
- C, 12 to 17 words a minute
- D, 10 or 11 words a minute

On a 100-word letter—

- A would be 1 error
- B, 2 errors
- C, 3 or 4 errors
- D, 5 errors

The letter is marked for errors and speed, and the lower of the two marks is the grade for the letter.

On the seventh day two letters of 100 words each are dictated in the shorthand class for transcription. The notes are taken on loose sheets, collected, and handed to the typewriting teacher. The typewriting teacher distributes them to the class. They are typed, and returned with the shorthand notes to the shorthand teacher, who marks them in the same way as given above. This mark is part of the Shorthand grade.

This general program is followed throughout the year—three days a week in the typing class devoted to transcribing on the machine: the work one day dictated in the typing class, exchanged, marked by the pupils and errors thoroughly discussed; a second day the work is also dictated in the typing class but marked by the typing teacher; and the third day the material is dictated in the shorthand class, transcribed on the machine in the typing class and passed back to the shorthand teacher for marking. The mark for transcript in the typing class cannot raise or lower the typing mark for speed and copy work more than one grade. Careful marking of papers by the teacher and discussion of errors in class is one of the prime requisites in building up skill in transcription.

### *Length of Letters and Speed of Dictation Increased*

As pupils become proficient in transcribing letters of 100 words, the length of letters is gradually increased, first to 150 words, then 200, 250, and later 300 words. About two weeks' time is spent on each group. The pupil

(Continued on page 29)



# A Talk About the Gregg Writer Awards

By Florence E. Ulrich

*Editor, Gregg Writer Art and Credentials Department*

**A**RE you convinced that you are getting the best possible results from your teaching? Would you like to see your name listed in the *Gregg Writer* among those who distinguish themselves in their teaching each year? How do they do it? This is how one teacher does it and why:

"I introduce the *Gregg Writer* to my students on the first day of school. That is why I write for sample copies early, so that I can supply all students with copies before I tell them about it.

"Teachers who make use of the *Gregg Writer* to the fullest possible extent have at their disposal an inexhaustible supply of inspiration brought fresh to them each month, and they also have available to them standardized material with which to ascertain how their students rank in ability with the students of other schools who have completed the same amount of work. By incorporating the *Gregg Writer* credentials in my teaching program, I have found that four definite things may be accomplished.

## *How Gregg Writer Service Helps*

"First, these tests provided by the *Gregg Writer* in shorthand theory, shorthand penmanship, transcription speed and accuracy, and artistry and correct technique in typewriting enable the teacher to show her students how they stand in their work, and what remains to be accomplished—an excellent way of eliminating the possibility of antagonism during the training period.

"Second, since these tests are examined by experts, their criticisms and marking may be accepted as proper criteria for grading students in their progress; and the certificates and awards evidence of efficient performance and stenographic skill. I consider this service one of the most helpful offered to teachers.

"Third, since the competitive spirit in our students may be more readily appealed to than their logic or reasoning, I consider the contest and awards plan adopted by the *Gregg Writer* a natural medium through which to energize them to effective study. These contests put our students on their mettle, making it easier to get good results in our teaching.

"Fourth, the teacher himself can draw an inexhaustible supply of inspiration from these activities each month with which to inspire his students to work up the necessary perspi-

ration. They provide a means also for comparing the results obtained with the work done in other schools. The effective response and coöperation which I get from my students I attribute to the consistent use of the *Gregg Writer*."

## *The Credentials Activities*

It might interest you to know that approximately 125,000 tests were submitted to the Credentials Department last year for review, and approximately 90,000 certificates, medals, and other prize awards made to teachers and students in every quarter of the globe. An important function of this department is to give detailed criticism on shorthand notes that will lead to the correction of the faults pointed out. Many teachers consider this the most valuable service to them. This detailed criticism of papers that do not qualify for the membership certificate is supplemented by a series of penmanship lessons published in the *Gregg Writer* each month, beginning in the October issue.

The Art and Credentials Department of the *Gregg Writer* is conducted for the purpose of coöperating with teachers of stenography in begetting and maintaining a high degree of efficiency and skill in shorthand, typewriting, and transcription. Thousands of commercial teachers are using this service each year. The credentials may be made to fit nicely into any program. We urge you to use them. Since instructions for handling the various tests are given in a handy and attractive little booklet, we shall merely outline the service here. The booklet may be had by writing the Credentials Department of the *Gregg Writer*.

## *Complete Theory Certificate*

A Complete Theory Certificate is awarded to students who qualify on one of the five theory tests supplied by the *Gregg Writer*. *Application for these tests must be accompanied by the remittance to cover the cost of the blanks.* The blanks cost ten cents each, but no further charge is made for issuing a certificate to a qualifying student. The tests are designed to test the student's knowledge of shorthand theory, and may be given immediately after completing the Manual, or used as a review test at the beginning of the third semester. This is optional with the teacher.

A Complete Theory Certificate is required

for promotion by many schools. The passing grade to secure a certificate is 90 per cent; that is, twenty errors are permitted on the 200-word test. If a student fails to qualify on the first test, he may try the second, and so on—five tests will be issued this year. We shall be glad to have teachers avail themselves of these tests.

While examination copies cannot be sent out, teachers may take the test themselves. We shall be glad to send it to teachers without charge upon application, and certificates will be issued to those that qualify.

All Complete Theory blanks must be returned to us regardless of whether or not they qualify for certificates, and the remittance (ten cents for each test required) must accompany the order.

### *The O. G. A.*

There are hundreds of thousands of student members of the Order of Gregg Artists—the largest shorthand organization in the world—to be found in every quarter of the globe.

The growth of the O. G. A., since its inception in 1912, has been nothing less than phenomenal, due to the fact that it is recognized as an outstanding factor in the development of practical shorthand writing skill, and has been most important in attracting attention to the necessity for correct execution of notes, thereby raising the standard of accuracy in transcription.

Winning the O. G. A. Certificate is a recognized testimonial of practical writing ability, and has been made a requirement for graduation in many schools. Hundreds of O. G. A. clubs have been organized by teachers throughout the country for the purpose of educational and social intercourse, and to stimulate and maintain interest in shorthand writing and speed practice.

### *The O. G. A. Standard*

The standard set for winning the O. G. A. certificate is within the reach of every student. A good, dependable shorthand writing style is essential to efficient stenographic work, and this is all that is required. A certificate of membership is awarded to anyone who submits a qualifying specimen of his notes in accordance with instructions given with each test. The tests are published in the *Gregg Writer* each month. A fee of ten cents is required with each paper, and the remittance should be sent with the club.

### *Teachers Urged to Qualify*

Teachers are not only permitted to take the tests for the certificates but are urged to do so. There is no charge for examining

teachers' specimens and issuing certificates, and to those that qualify the gold O. G. A. pin will be awarded also. Hundreds of shorthand teachers have become members of the Order of Gregg Artists.

### *How to Prepare the Test*

Either pen or pencil may be used in writing the specimen, but the writing should be done in a column two and one-half inches wide, preferably on ruled paper. The test given in the Credentials Department of the *Gregg Writer* may be practiced until a copy that represents the applicant's best writing is secured. Mail it to the editor of the Art and Credentials Department before the twenty-fifth of the month following publication of the test you are submitting, together with the examination fee of ten cents. This specimen will then be reviewed by the examiner, and, if it qualifies, a membership certificate in the O. G. A. will be awarded. If it does not qualify, the notes will be returned with criticisms and suggestions for further practice. The tests are judged on (a) correct application of the principles; (b) smooth, fluent, and light lines secured by writing with a free, easy movement; (c) correct curvature and method of joining; (d) uniform size, slant, and proportion of characters, and uniform spacing between outlines.

### *Superior Merit Certificate*

To those who are exceptionally skillful writers, the Certificate of Superior Merit is offered. While notes accepted for this certificate are judged by the same basic qualities that determine the issuance of the Membership Certificate, the standard is very much higher. Specimens submitted for this higher certificate must be written with ink. The examination fee is fifty cents.

A detailed criticism is made on all papers not qualifying for the Superior Merit Certificate.

Teachers, especially, ought to have the Superior Merit Certificate, because it represents a professional standard of executional technique.

### *Club Prizes*

In addition to the certificates awarded, if ten or more specimens in any school club qualify, the writer of the best notes in the club will receive as a special prize the bronze O. G. A. pin; in a club of twenty qualifying specimens, the silver O. G. A. pin; in a club of thirty, the gold O. G. A. pin; in a club of forty, a beautiful jewelled O. G. A. pin set with emerald-green stones; in a club of fifty or more, the O. G. A. pin set with pearl;

## O. G. A. TEST COPY

o b g e e i s! o o  
o y b r y o  
s r f i g . p e l -  
o o d l a - o  
r e - o e e e  
i e d d o d  
k e d . s b s e  
e e l b o m! 290  
o o y b i e e d : d!  
i e f m u m  
o y r o i m l a y  
p e o o b y o r  
s i s s i s o  
e i b e n e l  
y f l e y o r t  
g b . o d o  
o b . i o b a  
k i b e t i d.

in a club of sixty or more a Gregg Stenographic Fountain Pen with the O. G. A. emblem on the cap.

### Enclose Fees with Specimens

To insure expeditious handling of papers, please send the examination fee with them, as tests received without a remittance must be returned or sent to the file until a remittance is received, and this, of course, occasions considerable delay in issuing the desired certificates.

### Honor Rolls

To the class in which one or more members secure O. G. A. certificates, a beautifully engrossed Honor Roll will be mailed on which to inscribe from time to time the names of students that become members of the O. G. A. The Honor Roll is available to all teachers, and may be had for the asking.

And with this summary of the O. G. A. work, let us go on to our other activities.

### Order of Artistic Typists

The Order of Artistic Typists aims to encourage professional typing. Certificates of membership are awarded to students and typists who combine the indispensable qualities of speed, accuracy, and attractiveness in the arrangement of one of the tests published in the *Gregg Writer* each month.

The first of these is the Junior O. A. T. Certificate. This certificate is available to anyone who has finished the keyboard and is able to write a satisfactory copy of the Junior test.

Senior membership is open to all typists who have reached a speed of at least forty words a minute on plain copy. Senior tests must be accompanied by a signed statement to the effect that the candidate has attained an average speed of forty words, but the Senior test need not be timed, as it requires elements of arrangement that will slow the typist's normal writing speed.

### Suggestions for Preparing Papers

Observance of the few suggestions given here will be helpful in the preparation of O. A. T. tests.

1. Read instructions carefully and be sure you understand what is required.
2. Arrange the Junior test on one sheet only. Each part of the Senior test requires a sheet, making two sheets to the test.
3. Use good quality paper of regular letter size (eight and one-half by eleven inches) except where legal size is specified in the directions.
4. Center heading.
5. Keep margins as nearly even as possible.

6. See that the ribbon used is capable of producing good, clear copy.
7. Use clean type.
8. Do not erase, or strike over letters; *erasures and typographical errors disqualify a specimen.*
9. Indent paragraphs either five or ten spaces, and keep them uniform throughout the test. A lesser number than five spaces or a greater number than five, unless it be ten, should not be used.
10. Double space always between paragraphs, whether on single-spaced matter or double-spaced, but do not use more than two spaces.
11. Strike space bar twice after each sentence stop—period, interrogation, exclamation, etc., but do not space before or after a hyphen or dash. A dash is made by using two hyphens without spacing either before or after.
12. Type a proper heading or caption on tabulated work in the Senior test. The wording must be clear and understandable, but brief. Tests should be properly punctuated. While typewritten borders are not essential unless so stated with the copy, they frequently add to the artistic appearance of the work, particularly if the copy is technically perfect, but these borders are a secondary consideration; *a clean-cut and perfect copy of the test is of first importance.*
13. Student's name, name and address of school, including city and state, and the date should be typed at the top of each test paper. We make this stipulation so that in the possible event that papers become separated in the course of handling, there will be no difficulty in assembling those from the same class and making reports.
14. Mail the papers to the editor of the *Gregg Writer* Art and Credentials Department with sufficient postage to cover transportation, and enclose a remittance to cover the fees. Papers may be folded and sent in regular envelopes to reduce the cost of postage to a minimum, but they should be neatly folded—otherwise sent flat. Papers that are rolled usually present a very messy appearance that detracts from the neatness of the copy.
15. An examination fee of ten cents should be sent with each Junior as well as each Senior test, even when both are submitted at one time for certificates. Certificates of membership in the Junior or the Senior division will be issued to all candidates whose work receives the approval of the examiners.
16. Submit the test before the twenty-fifth of the month following its publication. Junior and Senior tests are printed each month in the *Gregg Writer*. A student may practice these tests as often as desired, but he should submit only one specimen of each to us during any one month. Directions for preparing tests are printed in every issue of the magazine. Read them carefully.

### O. A. T. Awards

Bronze, silver, and gold O. A. T. pins are awarded the writers of the best papers in clubs of ten, twenty, or thirty qualifying papers. If fifty or more papers in a club qualify, the prize for the best paper will be the Official Gregg Fountain Pen.

### Quality of Typing Materially Affects Success on the Job

Since the typewritten transcript is the substantial evidence of a stenographer's ability, the artistic appearance of his work may have a direct bearing on his success in qualifying

(Continued on page 38)



# CONVENTIONS

## Manitoba Educational Association

Tuesday, April 22, 1930

Manitoba Educational  
Association  
Commercial Section  
Officers for 1931

(Left) Don S. Forsyth,  
Chairman—Daniel  
McIntyre Collegiate  
Institute, Winnipeg

(Right) Miss Gladys  
Jacobs, B. A., Secre-  
tary—Lord Selkirk  
Junior High School,  
Winnipeg



UNDER the inspiring leadership of Mr. W. C. Angus, chairman, and Miss L. P. Snider, secretary, the Commercial Section of the Manitoba Educational Association met under most favorable circumstances. The attendance was much larger than that of any previous meeting, and much discussion took place at the close of the two very interesting papers that were read before the Association members.

Mr. Angus opened the meeting in his usual keen manner, making a few very appropriate remarks, and introduced the first speaker of the morning, Mr. J. K. Crabb, secretary of the Royal Trust Company, Winnipeg. Mr. Crabb chose for the subject of his talk "Some Observations on Commercial Education."

Mr. Crabb's paper brought out much discussion, especially on the question of teaching penmanship and spelling. A few of his observations follow:

The observations which I am about to make on education are not intended to be a criticism of the present courses given by the Department of Education to students who intend to enter into a business career, but merely to bring to your notice certain points which I have found to be lacking in applicants during the period of my position as an office manager. The fault lies with the students themselves, in that they do not give sufficient consideration to the subjects which will be of most help to them in business.

The real difficulty is that so many thousands of our citizens-to-be become wage earners while so woefully immature. Immaturity—that is the root of the

matter! The commercial supermen of this world—whatever their age and educational standard at the time they plunge into commerce—are mature, sometimes precociously so. Where the average youth wants—yes, and needs, too—recreation and pleasant companionship, as an outlet for high spirits, the exceptional man needs none of these things, but can put all his energy into the pursuit of commercial leadership.

The clue as to what commerce requires from education, above and beyond the "bread and butter" subjects, is in that word "maturity." No one supposes, of course, that the lad of sixteen or seventeen who has received a sound education up to matriculation standard is mature. But by comparison with the child of fourteen who leaves school at that age and receives no further general education, the secondary schoolboy is prepared for manhood and its responsibilities.

Schools can much better fit their graduates for most commercial positions by giving their students a sound general education, especially in English, spelling, penmanship, and mathematics.

I find that the majority of our young people are lamentably weak in penmanship. Coupled with penmanship is the necessity of teaching the student to adopt a neat and legible signature. One has but to run through the checks of a bank clearing to have this brought very forcibly to his notice. In fact, the banks are giving up the job of deciphering signatures as a waste of time.

Too much cannot be said on the subject of spelling and punctuation. The vocabulary of the average student is small, but it is alarming the number of words which he cannot spell correctly. How often, too, does he strive vainly to capture that elusive word which will express exactly what is in his mind. Nothing looks worse in a letter than a word misspelled, and nothing reveals lack of culture so much as a word mispronounced.

English grammar is another subject which should

be given closer study by students. I will not enter into the vexed problem of how much formal grammar children should be taught. The real problem is how to master the niceties of English grammar, which means, in plain English, how to convey the subtler thoughts by a word form and a word order that adequately convey them.

Most applicants, I have found, have a good knowledge of typing and shorthand. They may be slow to begin with, but soon acquire speed through competition with the more experienced.

Before closing, might I mention a subject which really should not be for the teacher to deal with, but which, unfortunately, will have to be taken up in school, and that is—Department. There are few office managers who have not had to show junior clerks the proper way to enter and leave a room, how to address the manager, assistant manager, and secretary properly, and to stop the habit of chewing gum during business hours.

### *Pointers from an Employment Official*

The next speaker on the program was Miss K. M. Kerr, an official of the employment department of the T. Eaton Company, Winnipeg. Her subject was "Some Facts Interesting to Teachers Concerning the Employment of Ex-Students."

In introducing Miss Kerr, Mr. Angus spoke very highly of her work, and told the teachers they were in for a real treat—and they were not disappointed. Miss Kerr gave a wonderfully interesting paper.

She said in part:

Writing, a subject in which it is so difficult to arouse a student's enthusiasm, is of vital interest to the employer. Perhaps you have experienced the annoyance of receiving wrong merchandise or having your purchase delayed through the salesperson's writing the address so that the driver failed to read it correctly. If you were to follow these errors to their source you would, no doubt, find poor writing the real cause.

Does the student become weary of being corrected for making poor figures? Would he like to be the driver attempting to collect C. O. D.'s with figures so poorly made that 46 cents might be mistaken for 66 cents; \$2.60 for \$3.60; 50 cents for 90 cents? Departments have had to take their inventory of stock a second time, causing needless hours of work and extra expense, because figures have been interpreted incorrectly. The auditor also suffers for such carelessness, to say nothing of the person who has tried to fill the order.

A goodly number of ex-students fail to qualify for work involving arithmetic, since they lack confidence in themselves, probably due to having completed their education with a low standing in this important subject.

Where possible, teach your students to develop an up-to-date vocabulary by reading magazine articles of current interest, bringing them in contact with new words—or old words used in a new way.

The ability to read accurately and with understanding has its place too. The person who fills the order must read intelligently. Where teachers give part of the directions for the students' lessons in writing and insist on having them correctly interpreted, they are giving a good grounding for the future.

Many ex-students reveal their ability or inability to express their thoughts clearly and concisely, when they fill out their applications. In fact, it is amazing what important deductions can be made from a written application coupled with an interview. The employer today realizes that many are having the advantage of a better education, and consequently is

not satisfied to fill his staff with any but the best that can be obtained for the work in hand. In this he is not only thinking of today, but of the future when these younger members of his staff will be capable of fitting into more responsible positions.

A pleasant voice, yes, what a definite need there is for more care in the use of this delicate organ. Think of the way the 'phone is used! How easy we find it to talk to some and how difficult to others. Might not you teachers help the boys and girls to use their voices better, to speak more clearly and more quietly, carefully pronouncing their words, and to avoid that curt inflection which jars, and will be no assistance when they take their places doing the work of the world? How we enjoy a clear, quiet, commanding voice, whether over the 'phone or in direct conversation, and what a tremendous saving on the nerves of all who must listen!

The person who putters or fusses over the work to be done finds it impossible to hold a job long.

Briefly, the qualities most to be desired in the business world today are: good health and personal appearance; speed and accuracy in doing the work required; tact and patience in dealing with people; and real interest in and liking for the job. Wherever it is possible to instill these qualities in the students, you will be giving them a real advantage both in securing and in holding positions.

### *New Officers for 1931*

Following the two very interesting papers was a short business session and the election of officers for the ensuing year.

The first and only nomination for Chairman for the new year was that of our good friend, Mr. Don S. Forsyth. Mr. Forsyth was unanimously elected. Mr. Forsyth is one of the enthusiastic teachers in the Daniel McIntyre Collegiate Institute, and we may expect great things at the next year's meeting.

Miss Gladys Jacobs, a very efficient teacher from the Lord Selkirk Junior High School, was elected Secretary for the new year, and knowing Miss Jacobs' record as a teacher, we predict some excellent teamwork, and this speaks volumes for the meeting we shall all look forward to attending next April.

## *Other Spring Meetings*

THE digests of two other spring meetings also reached us after our last issue was on the press, and are being passed on to you in brief here:

ONTARIO EDUCATIONAL ASSOCIATION, University College, Toronto, Canada, April 22, 23, 24, 1930.

### *Speakers:*

Harry D. Anger, B.A. (Author of Summary of Commercial Law), Member of Law Firm of Elliott, Hume & Anger, THE USES OF CASES IN THE STUDY OF BUSINESS LAW; L. S. Beattie, Inspector of Commercial High Schools of Ontario, OBSERVATIONS BASED UPON INSPECTORAL VISITS; Robert K. Williams, Business Organizer, Sherman Corporation Limited, SURVEY OF MODERN OFFICE—

(Continued on page 37)

## Fifth Annual

## Iowa Research Conference on Commercial Education

University of Iowa, Iowa City, Iowa, May 16 and 17, 1930

THE fifth annual Iowa Research Conference on Commercial Education, sponsored by the University of Iowa, developed, as usual, a great many interesting reports. Delegates were present from all parts of the country to exchange experiences. We can but summarize for you here the papers presented.

A complete report of this conference will be published as Volume V of "Research Studies in Commercial Education," and may be secured by writing Dr. Blackstone at the University of Iowa.

Four fine papers were presented Friday morning:

A STUDY OF EYE-MOVEMENTS IN READING SHORT-HAND, *Ann Brewington*, of the School of Commerce and Administration of the University of Chicago. The idea is to increase the eye span, to take in at one glance an entire line or two lines and not to see separate words. The result is increased quickness in movement, quickness in grasping the thought, and quickness in seeing the whole thing. The more rapidly a person reads the more accurate he is.

A PLAN FOR GUIDANCE THROUGH JUNIOR TRAINING, *Samuel Wannous*, commercial instructor in the Experimental High School, University of Iowa. The plan for vocational guidance includes information, exploration, guidance, and foundational business practice. The plan includes a survey of what people do and the fields in which they are employed, qualifications for each job, duties to be performed, necessity of a vocational choice, importance of an interested and appreciative worker, important considerations requisite to success, interviews with workers, inspection of the type of business under consideration, visits to business and industries, brief survey of a business office and accumulation of information relative to business opportunities and services found to be available.

BUILDING CLERICAL COURSES ON FACTS,

*Lloyd L. Jones*, Gregg Publishing Company, formerly Assistant Commissioner, Board of Education, Cleveland, Ohio. Any clerical course must be built upon the duties of the

general office clerk as shown by the Office Managers' Study of the General Office Clerk in Cleveland, under the title of "A Scientific Study in Curriculum Making," by Connor and Jones. This study was an attempt to make a complete list of general clerical duties. (It is available in printed form among the monographs issued by the Gregg Publishing Company.)

WEIGHING DIFFERENT KINDS OF TYPING ERRORS, *Nobel Morrison*, graduate student of the University of Iowa. By using the opinions of employers, various letters were grouped as (1) mailable without any correction (although there were slight errors), (2) mailable after correction (many errors were corrected), and (3) absolutely unmailable (would have required too many corrections to be accepted without rewriting).

E. W. Barnhart presided Friday afternoon, as Dr. Blackstone, who had the chair in the morning, was to speak:

AN EXPERIMENT WITH ERASING IN TYPE-WRITING, *E. G. Blackstone*, head of Commercial-Teacher Training, University of Iowa. An explanation of a study made with two approximately equal classes in typewriting—one an erasing class and the other a non-erasing class. Although the number of pupils was too small for general conclusions, the erasing class wrote faster and more accurately.

A STUDY OF STANDARDS OF ACHIEVEMENT IN STENOGRAPHY, *J. O. Malott*, specialist in Commercial Education, U. S. Office of Education, Washington, D. C. Outside of the study by Mrs. Raymond and Miss Adams and some studies by various city directors of commercial education, there is little printed material upon standards in shorthand. An examination of



Dr. E. G. Blackstone

Organizer of the Iowa Research Conferences

the many printed, mimeographed, and briefly written courses of study in 186 cities showed there is little uniformity in the standards of shorthand transcription. However, there is in preparation a number of studies that will throw considerable light upon this subject.

**THE EXTENT OF STUDENT WITHDRAWALS FROM SHORTHAND, Myrtle Gaffin, State Teachers College, Cedar Falls, Iowa.** This study was made so that it included seven schools in towns having a population of 40,000; nine schools in towns between 4,000 and 25,000; and thirteen schools in towns under 4,000. The study showed how many finished the course, how many dropped out, and some information as to why they dropped out.

**A NEW TYPE OF STATE-WIDE COMMERCIAL CONTEST, C. M. Yoder, director of Commercial Courses, State Teachers College, Whitewater, Wisconsin.** As yet, the plan is too new to give any results. However, the plan involved the distribution of some 30,000 tests. Requests have come from every state in the Union and copies of the tests may be had for a nominal sum by writing direct to Mr. Yoder. The experiment promises unusually interesting results.

**THE REACTIONS OF COMMERCIAL TEACHERS TO COMMERCIAL CONTESTS, Frances Botsford, assistant in Commerce, University of Iowa.** Commercial teachers are seemingly more eager for contests because the favorable answers outweighed the unfavorable ones.

### *Saturday Morning Session*

*E. G. Blackstone, Presiding*

**THE RELATIVE EFFICIENCY IN DOUBLE AND SINGLE PERIODS IN TYPEWRITING, Bessie A. Young, West Waterloo High School, Waterloo, Iowa.** This interesting study showed that there is practically nothing to be gained by having double periods of typewriting.

**WEIGHTING OF SPEED AND ACCURACY IN TYPEWRITING, Florence Bailey, graduate student of the University of Iowa.** From the study it was apparent that the value of a typist's ability on the job depends not only on speed and accuracy, but also upon other factors.

**A STATE PROGRAM FOR SECONDARY BUSINESS EDUCATION BASED ON RESEARCH, J. O. Malott.** Although there are more pupils enrolled in commercial curricula than in all other vocational curricula, there can be little hope for State programs unless the commercial teacher associations in the various states ask for it. The situation is improving, and with the advancement in commercial-teacher standards, in certification, in teacher-training opportunities, in more direct contact with business, etc., the State programs will begin to take definite shape.

**SUMMARY OF RECENT SIGNIFICANT RESEARCH FINDINGS IN COMMERCIAL EDUCATION, E. W. Barnhart, chief, Commercial Edu-**

cation Service, Federal Board for Vocational Education, Washington, D. C. Last year there were about two hundred research studies, job analyses, etc., made in the field of commercial education. Scientific research is all right; however, it will not give you an ideal. No philosophy of life or of social relations can be put on a statistic basis. What we need to do now is to bring to every teacher the ideal that each daily classroom period is an opportunity for experiment, a research study, a great adventure and not a lesson to be reviewed, a lot of youngsters to be quizzed or a lot of drudgery to be experienced. The ideal is exploratory teaching, and that is creative work of the highest type.

### *Discussion*

Nearly all of the papers developed lively and very general discussion, in which Dr. Blackstone, Mr. Barnhart, Mr. Malott, Mr. Gregg, and others took part.

In discussing the question of drop-outs in the shorthand department, Mr. Gregg talked very frankly. He stated that he began his career in shorthand by publishing statistics about the high percentage of failures in shorthand as a justification for a newer and better system, and he congratulated the teachers upon the improvement that had taken place. He said, among other things, that drop-outs are not confined to shorthand, by any means, as all educational subjects are suffering from the restlessness of young people these days. But there are other causes.

One is the fact, known to everyone, that the commercial departments of high schools are being treated by many principals as a "dumping grounds" for the mentally unfit or lazy students. Another is the fact that teachers of shorthand today, in the main, are not as competent as those thirty years ago. (Here there was a general gasp of surprise and protest.) Mr. Gregg went on to say that he acknowledged that teachers today had a much better background educationally than formerly, and were better trained in methods of teaching, but he maintained that they are not as skillful in the use of shorthand as they were thirty years ago. He then mentioned the names of a great many teachers of thirty years ago who were able to go out and report any convention that came along. He said he doubted if there are many teachers who could do so today; in fact, he believes that if he called for a show of hands in any meeting of shorthand teachers of how many could write 100 words a minute for five minutes, there would not be many hands raised. And yet teachers of shorthand are handling a *skill* subject in which the best results can be obtained only by *showing* students the knack of doing the thing skillfully. Why this change?

(Continued on page 16)



Department of Business Education

# National Education Association

Columbus, Ohio, July 1-3, 1930

## 1930 Officers

President, J. L. Harman, Bowling Green Business University, Bowling Green, Kentucky  
 Vice-President, L. A. Rice, Assistant in Secondary Education, State Department of Education, Trenton, New Jersey  
 Secretary, Pattie L. Sinclair, Commercial High School, Atlanta, Georgia

**U**NDER the able leadership of President Harman, the commercial teachers attending the N. E. A. convention held three Business Department meetings this summer. They are being reported in full in the proceedings of the Association available to all N. E. A. members, so we are giving you here only the high points of the addresses.

### First Session

WHAT OHIO STATE UNIVERSITY IS DOING IN PERSONNEL WORK AMONG ITS STUDENTS, *Professor C. W. Reeder, Junior Dean, College of Business Administration, Ohio State University, Columbus, Ohio.* Professor Reeder outlined in detail the valuable things that the University is doing in setting up an orientation and guidance program for the three thousand incoming freshmen every year. The plan is to make members of the faculty delve down into the lives of the students and to render helpful advice and service.

Miss Annie C. Woodward, chairman of the International Relations Committee of the National Education Association, spoke briefly about the work of her committee and asked that the American Chapter of the International Society for Commercial Education cooperate with her committee.

### Second Session

NEW PROGRAM OF PRIVATE BUSINESS SCHOOLS, *Dr. E. M. Hull, president, Banks College, Philadelphia, Pennsylvania.* Dr. Hull outlined the program for the progressive business schools in standardizing course content, credits, faculty, and service. He urged closer



J. L. Harman

1930 President, N. E. A., Department of Business Education

and better cooperation between educational institutions of all sorts.

THE NEED FOR CLOSER RELATIONS BETWEEN BUSINESS AND THE SCHOOLS, *Cameron Beck, director of the Personnel Department, New York Stock Exchange, New York City.* Mr. Beck presented the results of a study he had conducted among many employers and employment directors asking them to tell what they thought of the public and private school preparation of boys and girls for commercial occupations. Mr. Beck tried to be helpful rather than critical in giving the opinions he had gathered.

WILL A PRACTICAL OFFICE PRACTICE DEPARTMENT EVER BE DEVELOPED? *Mrs. Margaret H. Ely, instructor in Secretarial Studies, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.* Mrs. Ely stated that such a department can be developed if it can integrate and coordinate all the things learned earlier in the course. Such a course must develop attitudes and appreciations as well as knowledges and skills. It must begin with school and pupil situations and help the pupil to grow into an appreciation of business and office work.

### Third Session

EVALUATING BUSINESS EDUCATION BY BUSINESS, *B. Frank Kyker, director of the Department of Business, Berea College, Berea, Kentucky.* Professor Kyker made three conclusions: (1) That short courses may prepare pupils for junior commercial occupations, but a long and complete course is necessary as a preparation for senior commercial occupations; (2) that a combination of bookkeeping,

shorthand, and typewriting is enough for about twenty-five per cent of the business workers, but that there are many other occupations that the public schools ought to be preparing for; (3) that the public school and business college are preparing for only about twenty to twenty-five per cent of the needs of business.

WHAT HAS BEEN DONE AND MAY BE DONE TO DETERMINE THE MAJORS IN BUSINESS EDUCATION, *I. R. Garbutt, director of Commercial Education, Cincinnati, Ohio.* Mr. Garbutt gave a most complete review of the philosophy of commercial education and outlined the objectives and functions of commercial education. He followed the development of commercial education and the various kinds of schools that ministered to the needs of their times and concluded that the criteria for evaluating the materials and subject matter of our courses include citizenship, general efficiency, special ability, special service, and vocational ability.

TYPEWRITING—A SUBJECT TO BE TAUGHT, *Helen Reynolds, of the School of Commerce, Ohio University, Athens, Ohio.* Miss Reynolds stands for differentiated courses in typewriting that will be effective in giving a maximum of instruction and skill in the following fields of typewriting: (1) Personal typewriting—acquisition of a degree of skill superior to longhand, developed in one semester to a speed of 25 words a minute; (2) general business typewriting—a necessary tool to general office employment, developed in two sem-

esters to a speed of 30 to 35 words a minute; (3) professional typewriting, developed in four semesters to a speed of 45 words a minute.

NEW TRENDS IN COMMERCIAL TEACHER TRAINING, *M. E. Studebaker, Ball Teachers College, Muncie, Indiana.* Professor Studebaker presented a most interesting summary of present-day conditions and trends in commercial-teacher training. Some of the important developments are a four-year course in college, a broader general and professional education, business experience, and well-directed practice teaching.

NEW TECHNICAL APPROACHES TO TRAINING FOR BUSINESS, *Jacob B. Taylor, Department of Accounting, Ohio State University, Columbus, Ohio.* Business men, teachers, and research bureaus are studying the approaches to training for business. The modern university is doing much to assist, and out of this study is developing new techniques preparing for all levels and opportunities in modern business.

### *New Officers for 1931*

The election of officers for the ensuing year resulted as follows:

*President, Miss Helen Reynolds, School of Commerce, Ohio University, Athens, Ohio*  
*Vice-President, B. Frank Kyker, Director, Department of Business, Berea College, Berea, Kentucky*  
*Secretary, Miss Catherine Munkhoff, High School, Cedar Rapids, Iowa*



### *Iowa Research Conference on Commercial Education*

*(Continued from page 14)*

Mr. Gregg said he believes it is due to the emphasis being placed in the wrong place. Teachers today are so busily engaged in researches (a general laugh), in surveys, in writing theses for degrees, that they have no time to learn how to write shorthand well, and, what is worse, the educational authorities do not care whether they do or not. Unless a teacher can write shorthand fluently and loves to write it and teach it, he can not hope to inspire his students with love and enthusiasm for the art.

In this respect, at least, other countries are ahead of the United States, Mr. Gregg pointed out, and it is time we realized it. A teacher in Germany or Great Britain is not licensed to teach shorthand until he has demonstrated, not merely his educational qualifications—his knowledge of teaching methods and class management and many other things—but is able to write rapidly for five minutes on diffi-

cult matter and transcribe it accurately. If we could establish such a standard for teachers of the subject in this country, it would do more to improve methods and results in shorthand than all the researches in the world, valuable as these are in giving a background and plan of work.

There was a very delightful dinner party on Friday evening. Mr. P. O. Selby, Professor of Commerce at the State Teachers' College, Kirksville, Missouri, presided, and contributed to the success of the occasion by his wit and tact. Mr. Gregg, as the guest of honor, was the only speaker. He told stories of interesting and humorous experiences. The arrangements were perfect, and everyone had a most enjoyable time.

Too much cannot be said in praise of the hospitality and courtesies extended to the visitors by Dr. Blackstone and his able assistants.

# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *Growth of Secretarial Courses*

ONE of the most hopeful signs of the times in commercial education is the thought that is now being given to broadening the content of the secretarial course. For a very long time teachers seemed to be wedded to the idea that a high degree of skill in writing and reading shorthand and a corresponding skill in the use of the typewriter, with a more or less desultory consideration of some of the collateral subjects, was all that was necessary in a secretarial course. That view still persists in certain quarters, as is indicated by the fact that in many schools typewriting, as a formal subject, is programed and continued throughout the two years of the average secretarial course. In a three-year course, two years of typing is defensible.

Nevertheless, changes have come about in the last year that have enabled schools to enrich the secretarial course and train students in secretarial techniques with a facility impossible even a few years ago. We refer particularly to the appearance of the Anniversary Edition of the Gregg Shorthand Manual. Because of the excellent organization of the materials in this book, the transcription stage of learning and practice can now be reached much more quickly than heretofore. The classification of principles and words according to the frequency theory enables students to use in practical writing a much richer and more meaningful vocabulary. This has naturally tended to speed up the learning processes. Unquestionably much of this is due to the increased interest that such a procedure furnishes. The motivating power of the Anniversary Manual is enormous. For example, students find that in the second chapter a very good type of business letter can be handled. Moreover, the vocabulary for the most part consists of the common words of the language that the student knows. No appreciable effort is required to master the words as such, only the shorthand phases of writing and reading needing attention.

It has always seemed to us that an inordinate amount of time was spent on typewriting as a separate subject—detached from its ordinary functioning in business situations.

It is therefore gratifying to see from the rapid change that is being made in the method of handling the whole work that the schools doing the best work are now devoting no more than three semesters to typewriting as a formal subject in the curriculum. These schools, having found that a practical skill in shorthand can be obtained in a shorter time, are now intensifying the work in typewriting so as to finish the textbook work in, at the most, three semesters. This leaves more time for developing transcription power and for acquainting students with secretarial techniques. Practically all of these schools are now using Secretarial Studies in the last semester, along with dictation material to be transcribed—in addition to that called for in Secretarial Studies.

The advantage of this procedure is at once obvious. Through the medium of the problems presented in Secretarial Studies the student is brought into what amounts practically to a business atmosphere. He begins dealing with situations the same as they arise in business. As a consequence he leaves the school with a background of experience that will almost exactly parallel the experience he will get in the business office. We know that many of these students return gratefully to the school after starting on their professional work and report that the training they got in Secretarial Studies was of enormous value to them. The fact that the different business activities of an office are tied up in complete projects in their work in Secretarial Studies made the strongest appeal. These schools have found that the work in Secretarial Studies furnishes as good a substitute for actual office experience as can be devised.

One of the most urgent needs at present, it seems to us, is a greater emphasis on transcribing—developing transcribing power. It is our opinion that in many schools transcribing is postponed too long. This to some extent has been a necessity in schools where emphasis has been placed too long on the theoretical side of both shorthand and typewriting. In many schools students do not have an opportunity to do any real transcribing until

very late in the fourth semester—then only a few letters a day. Obviously this is not sufficient to develop ability to write shorthand at a commercial speed, which means generally anywhere from 80 to 120 words a minute—rarely higher—or to acquire the skill necessary to transcribe smoothly and continuously

and to turn out letters properly arranged and ready for mailing—fundamental skills. When we add to this the breadth of understanding of Secretarial Studies and practices that can be gained through studying and working out the problems in Secretarial Studies we have an ideal situation.

## Vocational Guidance in Business Training

THROUGH the courtesy of Mr. Louis J. Fish, education statistician of the School Committee of the City of Boston, we have just had the privilege of reading two excellent monographs on vocational guidance in business training. Monograph No. 1 deals with the occupational opportunities and promotional possibilities of the File Clerk. No. 2 deals with the opportunities and promotional possibilities of the Duplicating Machine Operator. These studies in vocational guidance were

made under Mr. Fish's direction by the members of his classes in the Vocational Department of Boston University, College of Business Administration. Copies should be on the desk of every business educator and may be secured at the very modest price of 25 cents each by addressing the Vocational Department, Boston University, College of Business Administration, 525 Boylston Street, Boston, Massachusetts.

We commend these monographs to you.

## Another Book to Add to Your Professional Library

THE attention of every commercial teacher is called to a new publication entitled "Enriched Teaching of Commercial Subjects in the High School," by Maxie Nave Woodring, Associate Professor of Education, Teachers College, Columbia University, and Gilbert Harold, graduate student of the School of Business at Columbia.

The book is a source book for teachers of bookkeeping, shorthand, typewriting, commercial geography, and other commercial subjects, listing chiefly free and low cost illustrative and supplementary materials.

It is published by the Bureau of Publications, Teachers College, Columbia University, New York City.

We quote a few lines from the Preface to give you an idea of the aim of this work:

"It is in answer to the ever-increasing demand by teachers of commercial subjects for materials to amplify and enrich the subject matter of textbooks and to vitalize and make practical classroom activities that this volume has been prepared. Progressive teachers have found by long experimentation that not only may interest in individual projects be stimulated, but group interest as well may be roused through the avenue of extra-textbook materials. This need is especially urgent in commercial subjects because of their practical application to everyday affairs. Fortunately this group of subjects is rich in the number and character of aids available. It is hoped that the aids listed in this volume will lead the way to the vast stores of materials available to teachers of commercial subjects."

## Obituary

Mrs. Harry Loeb Jacobs

HIS many friends among our readers will learn with deep regret of the sorrow that has come this summer to Mr. Harry Loeb Jacobs, president of Bryant-Stratton College of Business Administration, Providence, R. I., in the death of his wife, Mrs. Harriet E. Jacobs. Not only to the family is her death a great loss, but to the community as well, for while Mr. Jacobs has been contributing so effectively to the education of its youth Mrs. Jacobs, until her illness a few years ago, was

prominent in philanthropic work. She identified herself with Americanization and welfare activities during the World War; directed one of the divisions of the Salvation Army drive following the Armistice; and has devoted her time and money both to numerous other charitable organizations as well.

This magazine joins in the expressions of sympathy being extended to Mr. Jacobs and his son and daughter, Miss Dorothy and Mr. E. Gardner Jacobs.



# The New Home of Gregg Shorthand

Described by Rupert P. SoRelle

IN the entrance hall of the magnificent office building at 270 Madison Avenue, New York City, there is a bronze tablet which contains a symbolic line. It reads:

## "The Home of Gregg Shorthand"

The legend is symbolic. While the words Gregg Shorthand in themselves express a very definite idea of a system of shorthand writing that is now well-nigh universal, the term calls up a far different thought in the minds of the thousands of teachers and writers of the system. It is rich in connotations. It ties up intimately with their professional life experience. As teachers, we recall the time when we were learning Gregg Shorthand; the hours we spent writing and reading the beautiful curves that are fundamental in it—and marveling at its efficiency in recording human thought. We remember the students we have led to an appreciation of its beauties and our part in their development of skill in using it. There is something peculiarly tangible and gripping in learning and teaching a skill subject such as shorthand. It gets an emotional, almost spiritual hold on us—becomes a part of our very being. We have found self-expression in it.

Gregg Shorthand, however, has come to mean even more than all this to the shorthand teachers of the country. It carries with it the thought of the personalities and the service of the organization back of it, headed by the man who made it possible for literally hundreds of thousands to enjoy and profit by the advantages of the system he invented.

In making the citation and conferring the honorary degree of Doctor of Commercial Science (S. C. D.) on Mr. Gregg recently, President Marsh of Boston University referred to him as a "pioneer" in commercial education. That is literally true, for Mr. Gregg practically opened the great field of opportunity that shorthand gives for economic independence at what was virtually the beginning of commercial education in America.

## Real "Home" Atmosphere

But to get back to our story, "home" is another word that is so rich in connotations that one easily could preach a sermon on it. So when we concluded to move our New York offices, owing to the urgent need for more space, we determined to call our new offices the "Home of Gregg Shorthand," and,

building around that idea, to give them an artistic setting that would carry out this idea and create an atmosphere that would truly reflect the spirit of the institution.

The plan grew in scope as we thought all around its possibilities. With Gregg Shorthand as the core, the publishing company has built up around it an extensive list of commercial textbooks; this in turn through contact with the organization has brought with it innumerable friends in other fields of commercial education.

For years we have been impressed with the need of a recognized headquarters for commercial education—right in the heart of New York City—where commercial teachers could get together in an ideal atmosphere.

Heretofore, like all other business organizations, our offices were planned and arranged exclusively with a view to the most efficient use of all available space for strictly business activities. This was almost an economic necessity on account of the prevailing high rentals in New York City. As a result, it was impractical to make as adequate provision for the reception and comfort of visitors as we had an ambition to achieve.

## A Headquarters for Commercial Education

New York City is a Mecca and a gateway. Teachers from all over the country, and, in fact, from every part of the world, who are teaching Gregg Shorthand and other commercial subjects, come to our offices when visiting New York, or while passing through the city on their way to Europe or elsewhere. To the visitor, New York is sometimes a bewildering place. The teacher who visits it for the first time, or who is using it as a port of debarkation or entry, feels the need of friendly aid and guidance.

Such teachers, having a point of contact with our company, naturally gravitated to our headquarters; but when these visitors were confronted with a group of busy offices, humming with industry, they felt some hesitation about remaining any length of time, even when urged to do so. The offices of any concern—even a publishing house—are rather forbidding; they reflect an altogether different atmosphere from the classroom or the school as a whole. The school and the business office simply represent different types of activity—the school, in which the human element is strongly reflected; the business office, in which the day's business must be disposed of as rapidly and effectively as possible.

(Continued on page 22)



*The Great Reception Hall, as it Appears from the Receptionist's Desk*



*Mr. Gregg's Private Office, Looking from the Executive Conference Room*



*West Half of the Great Reception Hall, Looking Toward the Entrance*



*Mr. Gregg's Private Office, Looking from the Great Reception Hall*

In addition to those who make New York City a convenient stopping-off place, there are each summer hundreds of teachers attending the summer sessions of various universities and colleges in and around New York who will welcome a place where they can meet and talk with those who are interested in the field of work in which they are engaged. Consequently all through the week, after school hours—and especially on Saturdays—many teachers have visited our offices to talk over their problems, to get suggestions, to make the acquaintance of the author of Gregg Shorthand, the authors of our various other books, and the heads of the departments of the organization, with whom they have been in correspondence.

### *Spacious Reception Hall for Visitors*

So in planning our new offices we have kept in mind all these factors. We determined to build a New York home for visiting teachers of commercial education. The great reception hall of our new offices was created and dedicated to them. This hall—the illustrations of which convey only a vague idea—is the dominant feature. The visitor to our offices steps off the elevator on the second floor and passes into the receptionist's room, from which he gets his first glimpse of the great reception hall. As one visitor said: "When I came in here I was reminded of the magnificent saloon of a great ocean liner—but I missed the roll." Even that description is not quite accurate, because this hall gives an altogether different feeling. It has artistic atmosphere; it has the delightful furnishings of the liner, but it has *more*. The rich paneling of the walls; the parchment-shaded reading and side lamps, shedding a restful radiance of light; the supporting beams, hidden by French mirrors; the cross beams colorfully decorated; the luxurious divans upholstered in green leather; the rich, thick-piled golden carpeting; convenient writing desks; Jacobean tables and chairs; bookcases containing an extensive library of commercial textbooks—all create such an attractive atmosphere that one is impelled to linger and "refresh one's soul." Books furnish the motif in this hall; there are books everywhere.

### *Mr. Gregg's Suite*

Flanking two sides of the great reception hall the executive offices are most effectively arranged. In accordance with the modern idea of furnishings that create an atmosphere, the furnishing of these offices was studied with care. Business men now realize that they spend as much time in the office as they do at home and are aware of the fact that pleasant

surroundings contribute to the efficiency and pleasure of their work. More than ever before their offices are designed to give the atmosphere of their private libraries.

Mr. Gregg's suite of rooms is located on the corner of Madison Avenue and Thirty-ninth Street and opens directly into the great reception hall, as do the other executive offices. It is beautifully paneled in a rich, brown, imported wood and furnished in the Jacobean style; apple-green carpets, and hangings that pick up the general color scheme and have just enough of colorful design to furnish an interesting contrast. One of these offices is used for an executive conference room and as an office for his secretary.

Formerly the conception of a business office was a room cluttered up with files, safes, and other evidences of record-keeping; in these modern offices everything of this sort is concealed back of panels. To carry out the decorative effect of this suite in the Jacobean style, leaded glass casement windows were installed. To add still further to the artistic values, Mr. Gregg has contributed many works of art from his collection. Conspicuous among these is an exquisite oil painting of a scene in Flanders, the work of Leon Dabo, which hangs over the deep rose-colored divan in the executive conference room.

### *The Other Executive Offices and the Editorial Department*

The other executive offices, which also open directly into the reception hall, are all paneled in rich woods and are furnished in keeping with the style of decoration throughout the reception hall and Mr. Gregg's offices. These offices are occupied by Mr. Rupert P. SoRelle, vice-president; Mr. Hubert A. Hagar, general manager; Mr. Guy S. Fry, comptroller; Mr. Wallace W. Renshaw, manager of the New York office; and Mr. Lloyd Bertschi, assistant sales manager.

At this point we wish to make a well-deserved acknowledgment of the fine coöperation of Mr. Paul B. Eaton, of the firm of Flint & Horner, for planning and creating a beautiful ensemble in the executive offices and reception hall. Great credit is also due to Flint & Horner for so effectively designing and executing the interior decorations, furnishings, and equipment.

Opening also into the great reception hall, but in an entirely separate group, is the editorial department. The center feature of this is a large room surrounded on two sides by the bookcases containing the office library, in which will be found nearly all books relating to the commercial education field. In one section of the library will be found Mr. Gregg's

(Continued on page 40)



## SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

### BRYANT-STRATTON COLLEGE,

Providence, Rhode Island, can well be proud of its public relations officer and instructor in public speaking and can be further assured, if that be necessary, that its publicity and advertising department is in the hands of a really competent person. Miss Jeannette Carroll, publicity director of the college, because of her outstanding achievement in this field, has been chosen for the highest office that is within the power of advertising women to give—that of president of the Federation of Women's Advertising Clubs of the World. The election took place

at the twenty-sixth annual convention of the Advertising Federation of America held in Washington, D. C., this year, and we believe that the honor could be no more appropriately placed.

Miss Carroll is no stranger to honors in the advertising field, for she was also the first woman to be elected a vice-president of the Advertising Federation of America. Prior to that time she served for two terms as president of the Women's Advertising Club of Providence, R. I. Always an active member, she has made many friends and earned the high esteem of her associates through earnest interest in this field and by her genial and popular personality. She has served as publicity and social chairman and has been a member of the advisory board of directors of the Providence club for three years.

In the capacity of director of publicity, Miss Carroll has charge of both local and national campaigns and she also heads the public speak-



*Miss Jeannette Carroll*

*President, Federation of Women's Advertising Clubs*

ing work for Bryant-Stratton College, both positions she has held for the last twelve years. Previous to that, Miss Carroll had several years' stage experience, having been identified with leading stock and road companies. This, perhaps, is where she got the idea of being leading lady, for since her entrance into the business school and advertising fields she certainly has been taking a leading part in all activities in these two spheres.

Miss Carroll is a graduate of Stanhope-Wheatcroft School of New York; has pursued extension courses in journalism at Brown University; has had experience in newspaper

work; and is a graduate of the college she is so ably serving, holding the degree of Bachelor of Commercial Science.

For this latest honor that has come to Miss Carroll, we know that our readers will join in extending hearty congratulations.

**RASMUSSEN PRACTICAL BUSINESS SCHOOL**, St. Paul, announces its removal to new and larger quarters. The new appointments afford a central location with all the advantages of quiet, light, air, and spacious classrooms.

This excellent school is to be congratulated on the expansion. As most of our readers know, this is the pioneer business school of the Northwest. An interesting coincidence is that the recent expansion is made as the school is celebrating its thirtieth anniversary. From the early days of the introduction of Gregg Shorthand in this country, there has been no

stauncher supporter of the Forward Movement than our good friend Walter Rasmussen. We rejoice with him in the steady progress his school has made in these past thirty years!

## ~ J. F. Fish Has Regained His Sight!

FOR more than a quarter of a century J. F. Fish has occupied a place in the esteem and affection of those who knew him that few men ever attain. His achievements in the field of business education are too well known to need comment. He is and has been for many years one of the dominant figures in his chosen field.

Those who have known J. F. Fish seldom gave thought to his handicap. Rather, respect for his achievements and regard for the man were enhanced by the realization that his achievements were but the greater for having been wrought in total darkness of thirty years' duration. And there was always an added privilege and pleasure in greeting J. F. Fish because it invariably carried with it an opportunity to greet Mrs. Fish. They are inseparable companions and well-known figures wherever business educators assemble. No meeting of the National Commercial Teachers' Federation is ever wholly satisfying if one fails to see and to greet Mr. and Mrs. Fish.

Blind since 1900 as a result of an injury, J. F. Fish has carried on, with no halt in his life work and with never a break in his faith that sometime he would see again. The mere fact that the best efforts of some of the world's greatest specialists were seemingly fruitless caused no wavering in that faith. And now the phenomenon or miracle, call it what you will, has happened.

One evening last June Mr. Fish sat quietly in the living room of his home at 2428 North Sawyer Avenue, Chicago, listening to Mrs. Fish read to him, when suddenly he realized that he could see. He had emerged from total darkness for the first time in nearly a third of a century. Subsequent tests by specialists assure the restoration of sight to the left eye and give promise of eventual recovery of sight in the right eye also. But we think we had better let J. F. Fish speak as well as see for himself, for he tells the story in unmistakably characteristic manner.

"As I sat listening to Mrs. Fish read, it suddenly seemed as if a curtain rolled up. I fancied I saw a divan with a blue and yellow cushion on it; then a picture appeared above it.

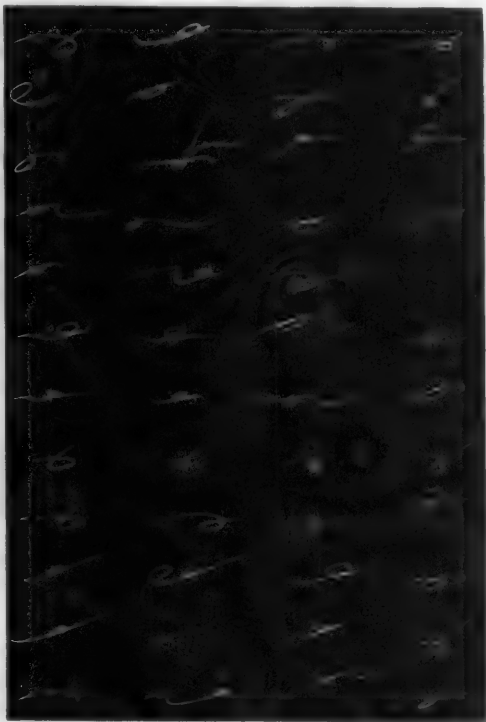
"A strange thing is happening," I told my wife. 'What,' she asked, frightened, and I

(Continued on page 38)

## A Novel Expedient

IT has been said that anyone who makes two blades of grass to grow where one grew before is a benefactor to the race. A paraphrase of this would be that anyone who suggests a way by which a teacher may double the amount of drill matter with one writing is a benefactor to the shorthand teaching profession.

A teacher of shorthand in England, Mr. J. L. Spillette, of Wimbledon—a place famous the world over for national and international tennis tournaments—has developed the ingenious plan of blackboard drill work illustrated here.



*Gregg Shorthand Exercises—Lesson One*

At first glance the illustration looks like an ordinary series of words on the first lesson—just a regular blackboard drill. Yes; but after Mr. Spillette has drilled the students on that series, he reverses the blackboard—and there is another series. Turn this page upside down, and you will see how the plan works.

The key to this plate on Lesson 1 is:

Gate, late, get, meet, ale, take, cake, need, ache, meek, deem, dame, tickle, eagle, make, act, tick, grin, game, can, crane, cram, dagger, mayor, cream, wren, mickle, tack, gnat, net, key, gad, mat, gain, kick, dam, red, arid, lane, knack, lid, egg, treat, neighed, go-good, clean, dicker, keg.

when reversed the key is: (Continued page 37)

# The Teaching of Typewriting

By Harold H. Smith

Educational Director, The Gregg Publishing Company, New York, N. Y.

## How Best to Learn (and Teach) Typewriting

**C**ONTINUING our analysis of fundamental typing skill, let us take up again the discussion of How to Practice Continuous Typing:

"I-6. Major skills required for the production of continuous writing—straight-away typing from copy in longhand, typewriting, or print."\*

This is the next to the final stage in the development of fundamental skill. We have discussed it in the January, 1930, issue of this magazine in connection with the first introduction of sentence practice. It will be recalled that two possible approaches were mentioned:

"(1) We may let the learners type through the sentence once or twice to get acquainted with its 'feel.'

"(2) We may take up the individual words in the sentence and treat them as words to be drilled upon according to the best methods of word practice."

At that time, as an introduction to sentence practice, the second method was adopted. This is especially desirable as an approach to continuous typing through group drill—to teach the typist how to attack the problem as a whole and in its various parts.

Further comments on continuous typing were contained in our analysis of an example of expert performance in the February, 1930, issue of this magazine.

Let us now consider ways and means of attacking continuous typing once the introductory period has been passed. The student knows how to pick out words and phrases that cause him difficulty. He knows how to concentrate his intelligence and effort on them until he has mastered them. He is, in other words, ready for paragraph practice and the more sustained effort required for the production of straight-away copy.

### The Three Steps in Paragraph Practice

Whether on longer sentences or paragraphs, the approach is identical. We shall use the first method suggested in this article because it is a distinct timesaver.

**Step 1.**—Let the student type through the sentence or paragraph at a speed considerably below his best rate merely to "get the feel." In doing this he will note difficulties as they arise. Normally, it is better to complete the

paragraph at least once, typing as steadily and accurately as possible at the rate with which the typing commences. Write at a rather low rate and suppress the tendency to speed up even though the matter favors it.

**Step 2.**—Having selected the difficult places, intensive practice is required. Again, make use of the learning principle that the largest possible learning units should be preferred to smaller ones, efficiency of acquisition considered. If possible, take a phrase or a group of words rather than a single word. If the phrase proves too difficult, select the specific word that seems to cause the trouble. If the word still proves too difficult, attack that executionary unit within it which gives the greatest trouble. Only upon rare occasions will it be necessary to descend to the individual stroke level to improve some rarely used or poorly mastered character-making movement. Never force a whole class to type a formal exercise on the individual-stroking level unless the class as a whole can profit from it.

A variation of this step is the same as the second suggested method of approach to sentence practice, *viz.*, take each word in the paragraph and type it as a separate and distinct unit once or twice. If skill seems to be sufficient, that will be all. If, however, lack of mastery is evident, repeat it as a practice unit until a desirable speed, with consistent accuracy and fluency, is attained. As the operator enlarges his typing vocabulary in this manner, he will soon learn to skip common words and others which he recognizes as having been mastered previously, putting the full force of his effort upon those on which he hesitates or lacks what may be described as a desirable speed, accuracy, and fluency.

**Step 3.**—The paragraph should then be repeated at least once, with the main aim for accuracy and as perfect fluency as can be developed at a rate *above* the first practice speed and *below* the speed used in the second step when dealing with the words and phrases as units.

Practice of this kind makes real demands upon the consciousness of the student. It requires intelligence in determining mental set before the paragraph is typed each time, and in maintaining the correct aim throughout each repetition. It develops the control of the mental skills, particularly the all-important

\* American Shorthand Teacher, June, 1929—An Analysis of Fundamental Typing Skill.

one which governs the conscious choice and maintenance of the rate of speed used. We hear much generalizing about students going wild over speed, typing too fast, etc. Do we not mean that they lack control of speed? And is there any better way of controlling speed than by controlling it in some such way as suggested for the successive repetitions?

The above steps actually constitute a "How to Practice" for the third level of fundamental typing skill—continuous typing. The expert acquires these steps and methods somehow. The mediocre typist never does. They are necessary adjuncts in the student's equipment if he is to develop his skill most completely and efficiently.

### *The Teacher Can Expedite Skill Development*

The remainder of this article is more for the teacher than for the typist. Armed with a mastery of the practice technique needed on the three successive levels of fundamental skill—the isolated character-making, combination production, and continuous typing levels—the student can make an expert of himself if he will but persevere.

But the teacher is in a position to increase the pace of his acquirement of skill. There are many devices in use which may be called into action. It is these which interest us at this point.

These devices may be classified in various ways. Their common purpose is to increase the student's motivation, his satisfaction with improvement, his dissatisfaction with a lack of improvement, and to create situations in which certain specified objectives, known alike to the learner and the teacher, may be attained. Above everything else the student should be led to study the nature of his progress from day to day, conscious of failure as well as of success, gradually building up a "will to improve" based on an intelligent interest in his progress and an accurate knowledge of the true nature of this progress.

### *Goal of Fundamental Typing Skill*

In order to discern the bearing of this learning effort upon the individual's structure of skill, let us consider for a moment the final stage in fundamental skill and its relation to continuous typing. This final stage is covered in our outline (*American Shorthand Teacher*, June, 1929) under the heading—

"I—7. Major skills required for the recording of thought—typing out ideas originated in the typist's own mind or suggested by rough drafts, shorthand notes, or dictation direct to the machine."

It will be seen that this stage includes the entire body of transcription skill considered apart from arrangement into the forms re-

quired in business. This is the ultimate, though not always recognized, major aim of most of our stenographic courses in public and private schools today.

The relationship lies in the fact that a typist cannot possibly use all his straight-away copying skill when a part of his attention is turned from the mechanical execution toward the expression of thought through spelling, punctuation, paragraphing, and arrangement according to the standards of form for the particular kind of transcription or thought-recording being done.

No conclusive studies have been carried out to show the definite relationship between copying speed and transcription speed, for instance; but it is well known that the latter is much less than copying speed. The difference seems to vary between typists—probably proportionately to their mastery of English, and the forms into which they are moulding their transcript.

But this much we do know—that, other things being equal, the typist with the greatest copying speed (on continuous typing) demonstrates the greatest transcription speed. Although he cannot utilize his entire continuous typing skill when he works with this necessary reduction in the absolute concentration of his attention upon the mechanical execution, he always works with greater ease upon any given level of skill (speed, accuracy, and fluency) than his neighbor who possesses less continuous typing skill. The difference in fundamental skill on straight copy is the dominant characteristic in determining the difference on the transcribing level, the direct dictation level, or any practical production level except that of tabulation. Here only the two lowest forms of skill—the ability to execute isolated figure movements and a few common figure combinations—seem to determine the difference.

Many illustrations of the truth of these statements could be given—all tending to show that when practical typing ability fails for lack of speed, accuracy, or fluency it is because the typist has not developed enough fundamental typing skill, particularly on the level of continuous typing.

### *Early Texts Neglected Continuous Typing*

Prior to 1916 all textbooks hurried from the so-called "keyboard section" into practical business correspondence, tabulation, etc. The student hesitantly worked through the keyboard exercises only to meet the most hesitant job of all—the setting up of practical business papers. He was thus forced to develop the habit of hesitation, of jerky typing, before ever having a chance to develop a dependable habit of fluent, rapid, and accurate typing on continuous matter. The result was to bar him forever (in most cases) from high speed, ac-



curacy, and fluency simply because he could not force himself over the bad habits acquired. Thousands of typists thus trained have had more than enough practice at the typewriter through the years, but have been unable to break down the bad habits thus ignorantly acquired.

The Medal of Honor edition of "Rational Typewriting" (1916) introduced a "Skill Development Section" immediately following the keyboard work. Since then this arrangement has become standard with all Rational texts and with some of the other recent productions. There is also a noticeable trend toward the earlier introduction of continuous typing (sentences and short paragraphs) even before the basic keyboard movements have been completed.

Under the philosophy which has been expounded in these articles, continuous typing skill becomes the immediate aim at the outset of the course; the keyboard is treated only incidentally to the learning of the movements needed for its control, and only enough of the most frequent words are offered as combination practice units to enable the learner to enter upon the development of continuous typing ability at an optimum level of skill.

It is disheartening to teachers of wide experience over a period of years to find recently published texts offering material and methods that have had their day and have been discarded in favor of something better. When early exercises are largely technical, trick fingering practice units, we find the student spending most of his time and effort in reproducing the form of such exercises yet actually learning poor technique. Such practice is a poor prelude to the reduced amount of word and sentence practice provided. Often the quantity of such formal exercise practice is stupendous and necessitates the dropping of intensive continuous practice in favor of immediate practice on the application of typing to practical business correspondence, etc. Dr. Book, in his "Learning to Typewrite," has pointed out the supreme importance of developing skill in the form it will ultimately assume, yet he allots to technical drills their proper place.

There is no excuse, except that of ignorance of one's subject, for re-introducing methods and materials that have long since been tested and found wanting. The failure to provide for continuous typing practice early in the course and for as long a period as is necessary to acquire a modicum of fundamental typing skill stands squarely in that category. If nothing else were available, the experience gained by the typewriter companies in training the most expert typists during the last quarter of a century definitely proves this particular point; and their experience has been so freely passed on to teachers over the coun-

try that only the most detached and cloistered minds could have been unaware of its tremendous importance.

The experienced teacher will weed out many of these formal exercises and will guide the student into paragraph and straight-away copying as soon as possible; but the inexperienced teacher will naturally accept the exercises as "the law and the prophets" and will proceed to misguide the student into a long drawn-out, time-wasting, and wrongly motivated practice period.

The most progressive teachers of typing have for years tried to reduce the quantity of practice on copied exercises of a formal, technical nature, because they can only be justified on the ground that they are "easier to correct," or "simpler to assign" because "the student knows exactly what to do" when he sees the exercise set up for him in the textbook. This is a perfect illustration of teaching for a worthless (or a less worth-while) objective—in this case "unwarranted ease of administration." The student easily sees that the teacher (or the text) has assigned a "task-to-be-done." That, for him, is his objective—all the incidental preachment of teacher and text as to technique to the contrary notwithstanding.

If to this requirement be added the insidious demand for "perfect copies," or "typing with perfect rhythm," there is little wonder that students develop bad typing technique in their effort to comply with the stated, worthless objectives set up ignorantly by text or teacher.

If your present typing text devotes more than four weeks to the mastery of the keyboard, or offers many technical fingering and "keyboard review exercises" subsequent to that, we urge you to experiment with your next typing class by subordinating such practice to a very minor position in your program, increasing greatly the practice of paragraphs and straight-away copy material. Experience shows this to be far more resultful, interesting and worth while.

### *How Long to Pursue Continuous Practice*

This type of practice, in one form or another, should be indulged in as long as the typist hopes to improve his fundamental and practical skill. Many leading typing teachers feel that the entire first year should be spent in the pursuit of this skill. This is the basis of the training of the world's most expert continuous typists—those employed by the typewriter companies to demonstrate and those who are practicing for the typing contests. With a daily practice program of from two to four times that of the public school-trained typist these company-trained typists have averaged from 80 to 110 words a minute in the first ten or twelve months of their experience.

Granting that the incentive to develop skill and the time and energy expended are actually greater in the case of company-trained typists, there still seems to be too great a discrepancy between the average of 20 to 50 words a minute of the school typist and the 80 to 110 words a minute of the company typist. A few teachers secure an average of 45 to 50 words a minute net on 15-minute tests from their second-term (9 to 10 months') typists, and there seems to be no good reason why this should not be approximated by all teachers who can keep worth-while aims steadily in view and who can modify their textbooks and teaching to fit the need.

On the other hand, teaching programs should meet the needs of the students they serve. If any large proportion of the class has to content itself with but two terms of typing in the public and parochial schools, or with but five or six months of typing in the

private schools—and this is quite a common situation—it is clear that a compromise is necessary. In such a case, it will be found much better to devote the first four or five months of public and parochial school courses, and the first three months of private school courses, to pure skill development, saving the application of fundamental skill to practical business correspondence and papers for the second semester, or the last three months of the private school course. In this case, however, the typist should constantly be reminded of his need for improved basic skill in continuous typing by having a regular program in the last part of his course which includes some continuous typing practice as highly motivated as possible.

The competitive, timed test, which will be considered in our next issue, is the best device for this purpose.

(To be continued next month)

## A Self-Improvement Plan for Shorthand Students

ONE of the marks of a successful teacher is an intelligent, workable plan for the self-improvement of her students. Many students do not know how to study or how to criticize their own efforts constructively. Miss Ruth E. Carhart, of the Jefferson High School, Los Angeles, California, is using with great success a self-improvement plan with her shorthand classes. We are reproducing the main portion of her outline for the benefit of our readers:

### A. Methods of doing homework.

1. Write with medium-pointed pen, or well-sharpened, light-weight pencil, on good notebook paper.
2. Write between lines, after writing on the lines.
3. Write closer together and make smaller notes.
4. Write with arm movement.
5. Copy shorthand plate accurately, writing the second time from the first, the third from the second, etc., thus reading notes written and saving time.

### B. Intensive application on homework.

1. Review Manual a little each day.
2. Review Thousand Commonest Words and even Five Thousand Commonest occasionally.
3. Take less time to do homework, concentrating on it and making it count for more.
4. Review preceding day's lesson, shortening the time for review each day, with intensive application.

C. Development of accuracy, rhythm, and continuity in writing shorthand. Remember that it is a skill subject, as well as scientific.

Practice makes perfect in this as in all things.

1. Practice penmanship drills.
  2. Watch finger and hand position and arm movement in practicing.
  3. Work for O. G. A. certificates.
  4. Aim to obtain the 60-, 80-, 100-, and 120-word Gregg Transcription Test Certificates before graduating.
  5. Aim to write every shorthand outline exactly according to principle. "He who hesitates is lost." After mastery of outlines is acquired, speed in taking dictation comes from skill in execution.
  6. Remember the best shorthand writer is the person with the largest shorthand vocabulary. Always keep a list of new outlines.
  7. Write outlines accurately: Try to write every word. Finish outlines. Make dots heavy enough to be seen. Remember you must read everything you write.
  8. Do not ever make careless shorthand outlines.
- D. Comparison of grades from week to week, or even from day to day.

1. Make a graph or keep a record of grades received.
2. Work for grades not lower than 98 per cent. Aim at perfect work.

### E. Reading Shorthand.

1. Rely on *self* to get every outline in the plate or in your own notes.
2. Apply principles.
3. Try to remember the occasional, unusual word when taking dictation, writing it by sound, if a new one. If you have written it by sound and principle, the word will come to you, even if you are unfamiliar

with it. Then consult the dictionary. Learn the meaning and spelling and the word should be yours. Add it to your vocabulary list of new words.

4. Watch your accuracy, rhythm, continuity, and speed in reading.

5. Time yourself in reading.

#### F. Taking dictation.

1. Try to write each shorthand outline with the quick "get-away" stroke or movement.

2. Try to develop the word-carrying ability, but there is a limit to this. Perhaps ten or fifteen words will be the limit. Try to catch up when the syllable intensity is shorter or easier.

3. If you lose out, do not let the mind wander. Concentrate and catch right on again. The instant you realize you have lost a word, listen and start writing again. Do not stop.

4. Try to get the thought of the dictator when taking dictation. This will make your transcription easier.

#### G. Transcribing.

1. In timed transcription test aim at three-fourths the rate of typing test.

2. Learn sentence and paragraph construction and correct use of English and grammar.

3. Spelling.

4. Vocabulary.

5. Analyze shorthand outlines and errors.

#### H. Assignment Notebook.

1. Write assignments in shorthand.

2. Besides assignments of lessons, write instructions for study and preparation.

#### I. Acquire a Shorthand Library.

1. Own a Gregg Manual, Speed Studies, Five Thousand Commonest Words, Shorthand Dictionary, Phrase Book. Subscribe to the *Gregg Writer*. (Of course you should own a good English dictionary.)

#### J. Working Knowledge of Shorthand.

1. Learn to concentrate.

2. Be optimistic, positive, willing, and like your work.

3. Learn to use good judgment in all your work.

4. Develop initiative, resourcefulness, and the ability to think things out independently.

5. Develop an "English sense."

6. Learn to transcribe a letter or an article as you would plan and work out a project, complete in every detail.

7. Cultivate a calm, even disposition when taking dictation and transcribing even at high speed or under a tension, and never give up.

8. Think success and success will be attained.

9. Keep a copy of inspirational thoughts, poems, etc., and read often. (Get the clipping habit.)

10. When you reach one goal, set another. Remember Emerson said, "Hitch your chariot to a star," and someone else added, "Then get out and push."

11. Keep this outline in your notebook and check heading or subheading every time you realize you have made even a slight improvement.

12. Resolve to have something to write each week, and write it.

Miss Carhart's plan, if followed conscientiously, insures that each student will, of his own accord, during his study periods, constantly strive to improve his writing skill according to a scientific plan.

## Correlation Between Shorthand and Typewriting

(Continued from page 6)

is told in this still elementary stage the number of words in each letter. He knows how much space the different lengths take up in his notebook. After ten weeks of this, all helps are taken away and letters of various lengths are dictated. Every pupil transcribes at least 250 words three days a week for 30 school weeks, under the supervision of the teacher. There is enough material dictated at the beginning of the period to keep the speedier pupils busy transcribing the entire 40 minutes. Only the amount *required* from each pupil is marked and graded, so speed and accuracy are still the important things considered, not quantity of work done.

As the year goes on, the speed of dictation is increased from 60 to 70, to 80, to 90, and finally to 100 words a minute. The latter part of the year there is some practice in transcribing articles of 400 and 500 words in length.

As the speed of dictation is built up in the shorthand class, typewriting speed is correspondingly increased. It will be found that as the speed of typing and of taking shorthand notes increases, the speed of transcription will increase in proportion, if care is taken in the type of material used for dictation. Any of the dictation books printed by the Gregg Publishing Company are constructive books, books which tend toward transcribing for thought and correct wording. In our own transcript work we have preferred to use letters from "Rational Dictation," by McNamara and Markett, because the material in it is carefully graded according to the syllabic intensity of the vocabulary used and affords a gradual and progressive transition from letters of the lowest intensity to those of more difficult content.

### Final Results

I know from personal experience with my own work that after 3 days a week of transcription practice, 40 minutes a day, for one year, it is possible at the end of that year to get a minimum transcription speed of 20 words a minute from every pupil on difficult material of 400 words in length, dictated at 80 words a minute. Many can transcribe at 25 words a minute, some at 30, and a few at 35 words a minute, marked as described above according to the Gregg Transcription Rules, with 95 per cent accuracy required.

At the end of this second-year work it will be found that all pupils have fulfilled the minimum speed requirements of a junior stenographer and typist in New York banks and

offices. Mr. Swem tells me that these requirements are approximately: 40 words a minute typing speed, 80 words a minute speed for at least five-minute periods of taking shorthand dictation, and speed of transcription, 20 words a minute on this same material.

*(This address was made before the February, 1930, meeting of the New York City Gregg Shorthand Teachers' Association.)*



## Normal Students See New Quarters

**T**EACHERS of commercial education attending the nearby summer schools—Columbia University, New York University, Hunter College, Rutgers—met one Saturday this summer at the invitation of the Gregg Publishing Company in their new and luxurious quarters at 270 Madison Avenue. After a tour of inspection of the offices, in which was exhibited the steps in making a book (from the manuscript to the finished product), the production of shorthand plates, and methods of printing circulars, the visitors were taken to the Commodore Hotel, where a meeting under the chairmanship of Rupert P. SoRelle was held.

The program was started with a talk by Miss Eva M. Jessup, supervisor of Commercial Education in Los Angeles, who told of the International Congress on Commercial Education at Amsterdam last September and invited teachers to be present at the next Congress, which will be held in London in 1932.

Then Earl W. Barnhart, of Washington, D. C., chief of the Federal Board for Vocational Education, spoke on New York City as a summer resort for commercial teachers seeking rest and recreation. Mrs. Margaret Ely, of Carnegie Institute, discussed organization of teaching materials versus the old ideas of methodology. Louis A. Rice, assistant director of Commercial Education at Trenton, New Jersey, made some observations on commercial education as viewed by a state supervisor. J. O. Malott, specialist in Commercial Education, Office of Education, Washington, D. C., urged the development of a state program for secondary school education, and Dr. Paul S. Lomax, New York University, discussed steps in a worth-while recitation.

Following these talks, various members of the audience were introduced, and it was found that visitors were present from Canada, Alaska, and Porto Rico, as well as from all the states. A very enjoyable luncheon gave them an opportunity to meet and exchange experiences.

# Commercial Clubs

## ORGANIZATION PROGRAMS and PLAYS

By Archibald Alan Bowle

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# DICTATION MATERIAL



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By Bret Harte

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There was little doubt that the Lone Star claim was "played out." Not dug out, worked out, washed out, but<sup>20</sup> played out. For two years its five sanguine proprietors had gone through the various stages of mining enthusiasm. They had<sup>40</sup> borrowed money with hearty but unredeeming frankness, established a credit with unselfish abnegation of all responsibility, and had borne the<sup>60</sup> disappointment of their creditors with a cheerful resignation which only the consciousness of some deep Compensating Future could give. Giving<sup>80</sup> little else, however, a singular dissatisfaction obtained with the traders, and, being accompanied with a reluctance to make further advances,<sup>100</sup> at last touched the gentle stoicism of the proprietors themselves. The youthful enthusiasm which had at first lifted the most<sup>120</sup> ineffectual trial, the most useless essay, to the plane of actual achievement, died out, leaving them only the dull, prosaic<sup>140</sup> record of half-finished ditches, untenable pits, abandoned engines, and meaningless disruptions of the soil upon the Lone Star claim,<sup>160</sup> and empty flour sacks and pork barrels in the Lone Star cabin.

On December 24, 1863,<sup>180</sup> a gentle rain was still falling over the length and breadth of the Lone Star claim. It had been falling<sup>200</sup> for several days, but the charming derelicts, listening to the raindrops on the roof of their little cabin, gazed philosophically from<sup>220</sup> the open door, and accepted the prospect as a moral discharge from their obligations. Four of the five partners were<sup>240</sup> present. The Right and Left Bowers, Union Mills, and the Judge.

It is scarcely necessary to say that not one<sup>260</sup> of these titles was the genuine name of its possessor. The Right and Left Bowers were two brothers; their sobriquets,<sup>280</sup> a cheerful adaptation from the favorite game of euchre, expressing their relative value in the camp. The mere fact that<sup>300</sup> Union Mills had at one time patched his trousers with an old flour sack legibly bearing that brand of its<sup>320</sup> fabrication, was a tempting baptismal suggestion that the other partners could not forego. The Judge, a singularly inequitable Missourian, with<sup>340</sup> no knowledge whatever of law, was an inspiration of gratuitous irony.

Union Mills, who had been for some time sitting<sup>360</sup> placidly on the threshold with one

leg exposed to the rain, from a sheer indolent inability to change his position,<sup>380</sup> finally withdrew that weather-beaten member, and stood up. The movement more or less deranged the attitudes of the other<sup>400</sup> partners, and was received with cynical disfavor. It was somewhat remarkable that, although generally giving the appearance of a healthy<sup>420</sup> youth and perfect physical condition, they one and all simulated the decrepitude of age and invalidism, and after limping about<sup>440</sup> for a few moments, settled back again upon their bunks and stools in their former positions. The Left Bower lazily<sup>460</sup> replaced a bandage that he had worn around his ankle for weeks without any apparent necessity, and the Judge scrutinized<sup>480</sup> with tender solicitude the faded cicatrix of a scratch upon his arm. A passive hypochondria, born of their isolation, was<sup>500</sup> the last ludicrously pathetic touch to their situation.

The immediate cause of this commotion felt the necessity of an explanation.<sup>520</sup>

"It would have been just as easy for you to have stayed outside with your business leg, instead of dragging<sup>540</sup> it into our private life in that obtrusive way," retorted the Right Bower; "but that exhaustive effort isn't going to<sup>560</sup> fill the pork barrel. The grocery man at Dalton says—what's that he said?" he appealed lazily to the Judge.<sup>580</sup>

"Said he reckoned the Lone Star was about played out, and he didn't want any more in his—thank you!"<sup>600</sup> repeated the Judge with a mechanical effort of memory utterly devoid of personal or present interest.

"I always suspected that<sup>620</sup> man, after Grimshaw begun to deal with him," said the Left Bower. "They're just mean enough to join hands against us."<sup>640</sup> It was a fixed belief of the Lone Star partners that they were pursued by personal enmities.

"More than likely<sup>660</sup> those new strangers over in the Fork have been paying cash and filled him up with conceit," said Union Mills.<sup>680</sup> "Once begin wrong with that kind of snipe and you drag everybody down with you."

This vague conclusion was received<sup>700</sup> with dead silence.

"Who did the grocery man say that to?" asked the Right Bower, finally returning to the question.<sup>720</sup>

"The Old Man," answered the Judge.

"Of course," ejaculated the Right Bower sarcastically.

"Of course," echoed the other partners together.<sup>740</sup> "That's like him. The Old Man all over!"

It did not appear exactly what was like the



Old Man, or<sup>760</sup> why it was like him, but generally that he alone was responsible for the grocery man's defection.

A silence followed,<sup>780</sup> broken by the rain monotonously falling on the roof, and occasionally through the broad adobe chimney, where it provoked a<sup>800</sup> retaliating hiss and splutter from the dying embers of the hearth. The Right Bower, with a sudden access of energy,<sup>820</sup> drew the empty barrel before him. Taking a pack of well-worn cards from his pocket, he began to make<sup>840</sup> a "solitaire" upon the lid. The others gazed at him with languid interest.

"Making it for anythin'?" asked Mills.

The<sup>860</sup> Right Bower nodded.

The Judge and Left Bower, who were partly lying in their respective bunks, sat up to get<sup>880</sup> a better view of the game. Union Mills slowly disengaged himself from the wall and leaned over the "solitaire" player.<sup>900</sup> The Right Bower turned the last card in a pause of almost thrilling suspense, and clapped it down on the<sup>920</sup> lid with fateful emphasis.

"It went!" said the Judge in a voice of hushed respect. "What did you make it<sup>940</sup> for?" he almost whispered.

"To know if we'd make the break we talked about and vamose the ranch. It's the<sup>960</sup> fifth time today," continued the Right Bower in a voice of gloomy significance. "And it went agin bad cards too."<sup>980</sup>

"I ain't superstitious," said the Judge, with awe and fatuity beaming from every line of his credulous face, "but it's<sup>1000</sup> flyin' in the face of Providence to go agin such signs as that."

"Make it again, to see if the<sup>1020</sup> Old Man must go," suggested the Left Bower.

The suggestion was received with favor, the three men gathering breathlessly around<sup>1040</sup> the player. Again the fateful cards were shuffled deliberately, placed in their mysterious combination, with the same ominous result.

"Yes,<sup>1060</sup> gentlemen," resumed the Left Bower, serenely, as if a calm legal decision had just been recorded, "we must not let<sup>1080</sup> any foolishness or sentiment get mixed up with this thing, but look at it like business men. The only sensible<sup>1100</sup> move is to get up and get out of the camp."

"And the Old Man?" queried the Judge.

"And the<sup>1120</sup> Old Man—hush! he's coming."

The doorway was darkened by a slight lissome shadow. It was the absent partner, otherwise<sup>1140</sup> known as "the Old Man." Need it be added that he was a boy of nineteen, with a slight down<sup>1160</sup> just clothing his upper lip!

"The creek is up over the ford, and I had to 'shin' up a willow<sup>1180</sup> on the bank and swing myself across," he said, with a quick, frank laugh; "but all the same, boys, it's<sup>1200</sup> going to clear up in about an hour, you bet. There's a sun flash on a bit of snow on<sup>1220</sup> Lone Peak, for all the world like Noah's dove just landed on Mount Ararat! It's a good omen."

From sheer<sup>1240</sup> force of habit the men had momentarily brightened up at the Old Man's entrance. But the unblushing exhibition of degrading<sup>1260</sup> superstition shown in the last

sentence recalled their just severity. They exchanged meaning glances.

Too occupied with his subject to<sup>1280</sup> notice this ominous reception, the Old Man continued: "I reckon I struck a fresh lead in the new grocery man<sup>1300</sup> at the Crossing. He says he'll give us a barrel of pork and a bag of flour if we'll give<sup>1320</sup> him the right of using our tailrace and clean out the lower end of it."

"It's the work of<sup>1340</sup> a Chinaman, and a four days' job," broke in the Left Bower.

"It took one white man only two hours<sup>1360</sup> to clean out a third of it," retorted the Old Man triumphantly, "for I pitched in at once with a<sup>1380</sup> pick he let me have on credit, and did that amount of work this morning, and told him the rest<sup>1400</sup> of you boys would finish it this afternoon."

A slight gesture from the Right Bower checked an angry exclamation from<sup>1420</sup> the Left. The Old Man did not notice either, but went on:

"I traded off the beans he let me<sup>1440</sup> have for some tobacco for the Right Bower at the other shop, and got them to throw in a new<sup>1460</sup> pack of cards. These are played out. We'll be wanting some brushwood for the fire; there's a heap in the<sup>1480</sup> hollow. Who's going to bring it in? It's the Judge's turn, isn't it? Why, what's the matter with you all?"<sup>1500</sup>

The restraint and evident uneasiness of his companions had at last touched him. He ran his eyes quickly over them,<sup>1520</sup> they were all there and apparently in their usual condition. "Anything wrong with the claim?" he suggested.

Without looking at<sup>1540</sup> him the Right Bower rose, leaned against the open door with his hands behind him and his face towards the<sup>1560</sup> landscape, and said, apparently to the distant prospect: "The claim's played out, the partnership's played out, and the sooner we<sup>1580</sup> skedaddle out of this the better. If," he added, turning to the Old Man, "if you want to stay at<sup>1600</sup> the Crossing, you can do it. But we're calculatin' to step out of it."

"But I haven't said I wanted<sup>1620</sup> to do it alone," protested the Old Man with a gesture of bewilderment.

"If these are your general ideas of<sup>1640</sup> the partnership," continued the Right Bower, clinging to the established hypothesis of the other partners for support, "it ain't ours."<sup>1660</sup> We calculated to dissolve the partnership and strike out for ourselves elsewhere. You're no longer responsible for us, nor we<sup>1680</sup> for you. And we reckon it's the square thing to leave you the claim and the cabin, and all it<sup>1700</sup> contains. To prevent any trouble with the traders, we've drawn up a paper here"—

Any lingering doubt he might have<sup>1720</sup> had of their meaning was dispelled by the Judge.

"It's about the softest thing you kin drop into, Old Man,"<sup>1740</sup> he said confidentially; "if I hadn't promised the other boys to go with them, and if I didn't need the<sup>1760</sup> best medical advice in Sacramento for my lungs, I'd just enjoy staying with you."

"Of course it's rather hard on us,<sup>1780</sup> you know, givin' up everything, so to speak; but it's for your good, and we ain't goin' back

on you,"<sup>1800</sup> said the Left Bower, "are we, boys?"

The color had returned to the Old Man's face a little more freely<sup>1820</sup> than usual. "All right," he said, in a slightly altered voice. "When do you go?"

"Today," answered the Left Bower.<sup>1840</sup> "We calculate to meet the down stage at about twelve tonight. There's plenty of time yet," he added, with a<sup>1860</sup> slight laugh; "it's only three o'clock now."

There was a dead silence.

For the first time the Right Bower exhibited<sup>1880</sup> some slight embarrassment.

"I reckon it's held up for a spell," he said, ostentatiously examining the weather, "and we might<sup>1900</sup> as well make a run 'round the claim to see if we've forgotten nothing."

"Of course, we'll be back again,"<sup>1920</sup> he added hastily, without looking at the Old Man, "before we go, you know."

The others began to look for<sup>1940</sup> their hats, but so awkwardly and with such evident pre-occupation of mind that it was not at first discovered that<sup>1960</sup> the Judge had his already on. This raised a laugh, as did also a clumsy stumble of Union Mills against<sup>1980</sup> the pork barrel, although that gentlemen took refuge from his confusion and secured a decent retreat by a gross exaggeration<sup>2000</sup> of his lameness, as he limped after the Right Bower. The Judge whistled feebly. The Left Bower, in a more<sup>2020</sup> ambitious effort to impart a certain gayety to his exit, stopped on the threshold and said, as if in arch<sup>2040</sup> confidence to his companions, "Darned if the Old Man don't look two inches higher since he became a proprietor," laughed<sup>2060</sup> patronizingly, and vanished. (2063)

(To be continued next month)

:-:-

Money is a good servant but a dangerous master. (9)

## Drills on the Manual Lessons

### Chapter One

*The Raggedy Man.* Memory is taking me to a trail leading to a rickety mill in the country where, when<sup>20</sup> a lad, I met "the raggedy man." He read me the tale of Hamlet. It may be there was more<sup>40</sup> of myth than of truth in it, but my mental greed made me remain to hear more.

He could mimic<sup>60</sup> the lark and the canary, and they would come to a tree where I could hear them. He added to<sup>80</sup> my glee when he made me a little clay eagle, and a hat, and a reel. He was a great<sup>100</sup> man to little me.

My raggedy man is but a memory! The other day I was led to the mill<sup>120</sup> by a dream of this raggedy man. Time and decay had taken the mill, but there was a keen desire<sup>140</sup> to be that gay, eager lad by the mill and not a man with his memory.

*A Great Game.* "Rah!<sup>160</sup> Rah! Rah! Team! Team! Team!" What a racket! This great game will remain in the memory of all those

that<sup>180</sup> were here today. When Dick Reed with the aid of Ray Allen made the tackle, there were but eight more<sup>200</sup> to go. Nick Taylor was the key man in this attack. Harry Lee did the kicking, making a little gain.<sup>220</sup> Eddie Green ran the kick, led by Kelly. Green was hit by a man tackling him like a ram. He<sup>240</sup> was made giddy by this attack. In a minute more this great game would end. There they go! All attacked<sup>260</sup> Nick like mad, but their rally was too late. Our team had tallied eight, and the other team but two. (280)

### Chapter Two

Dear Madam: I have been planning a great bargain day at the Fair and should like very much to have<sup>20</sup> you come. There will be many a bargain which is bound to appeal to you. You may have read of<sup>40</sup> them in my ad in the evening paper.

One after the other, every shelf in the Fair has been gone<sup>60</sup> over, and each has been made ready for this great day. There will be bread and cake fresh from the<sup>80</sup> bakery, and jam and jelly will be even cheaper than you can make them in your kitchen. Would you not<sup>100</sup> like a crate of rich cherry jam?

There never has been a time when you could get more for your<sup>120</sup> money than you will be able to get at this Fair. Most people will come before eleven, and if you<sup>140</sup> cannot get here before it is too late I very much fear that everything will have been picked over. I<sup>160</sup> shall be most happy to have you here and to help you if I can. Very truly yours,

Dear Sir:<sup>180</sup> I plan to leave in May for a brief trip to our paper mill in Lynn and shall not fail<sup>200</sup> to come by your factory if I can be of any help to you. I shall be happy if I<sup>220</sup> can help you get your factory in good shape.

Our mill here is in very good shape, and after this<sup>240</sup> month our paper should reach you in about half the time it has been taking. Very truly yours,

Dear Sir:<sup>260</sup> It would be a great favor if you would publish in your paper a thorough analysis of the changes that<sup>280</sup> must be made in parts of our city tax system this season.

I think such a step would be a<sup>300</sup> good thing because it is the business of the public to read and think about this matter.

Even if you<sup>320</sup> are against these changes I think you are always fair and will help the masses see the cause for the<sup>340</sup> three changes that the city would like to make to raise money for the work it must finish before the<sup>360</sup> first of May.

I appeal to you for help in this matter. Yours very truly, (375)

### Chapter Three

Dear Sir: The City Council will have a special meeting next week for the express purpose of making plans to<sup>20</sup> raise the money necessary to complete the paving in the near future. The city is already in debt and it<sup>40</sup> is not likely that the public will readily see the importance of floating a loan and will also complain bitterly<sup>60</sup> against raising the tax rate.

The Committee representing the Council will not agree to raise the tax before the election,<sup>80</sup> and, if the public should take cognizance of the fact that it may be raised immediately after, the officials will<sup>100</sup> have little chance of remaining in office. The public should have knowledge of the action to be taken. Both the<sup>120</sup> Committee and the Council see the value of employing every means to keep the rate as low as they can.<sup>140</sup>

I am sending you the names of several people and ask that you confer with them immediately and see what<sup>160</sup> they desire, and then speak at a mass meeting in Roger's Theater on Saturday. Yours truly,

*Police Nab Thief.* This<sup>180</sup> morning a thief giving the name of Henry Hall was caught near an East End store. When he saw the<sup>200</sup> police, he ran from the store. These store robberies are happening often in this section of late.

*Early to Bed.*<sup>220</sup> Eight hours' sleep is necessary for most people. Every family could easily go to bed earlier. I have been going<sup>240</sup> to bed fairly early lately.

*The Two Stores.* You could deal at either of the stores. One shop is a<sup>260</sup> little dearer than the other. Goods from either of these shops must be taken back in three days. The former<sup>280</sup> is the bigger store, but I may have to shop in the smaller one.

*The Police Dog.* The police dog<sup>300</sup> is noted for his many tricks. When Paul bought a red ball for his police dog, he put it in<sup>320</sup> a box and placed the box in the middle of the lot. The dog ran to the box and brought<sup>340</sup> the ball back to his good friend Paul. (348)

-:-

I pity no man because he has to work. If he is worth his salt he will work. I envy<sup>20</sup> the man who has a work worth doing and does it well.—Roosevelt. (33)

-:-

Knowledge humbles the great man, astonishes the common man, and puffs up the little man. (15)

-:-

If I had but two loaves of bread I would sell one of them and buy hyacinths for they would<sup>20</sup> feed my soul. (23)

-:-

Knowledge advances by steps and not by leaps. (8)

### Key to the May O. G. A. Test

"His poetry acts like an incantation. Its merit lies less in its obvious meaning than in its occult power. There<sup>20</sup> would seem, at first sight, to be no more in his words than in other words. But they are words<sup>40</sup> of enchantment. No sooner are they pronounced, than the past is present and the distant near. New forms of beauty<sup>60</sup> start at once into existence, and all burial places of the memory give up their dead. Change the structure of<sup>80</sup> the sentence; substitute one synonym for another, and the whole

effect is destroyed. The spell loses its power; and he<sup>100</sup> who should then hope to conjure with it would find himself as much mistaken as Cassim in the Arabian tale,<sup>120</sup> when he stood crying, 'Open Wheat,' 'Open Barley,' to the door which obeyed no sound but 'Open Sesame.'" (138)

-:-

It is character not circumstance that makes happiness. (8)

### When the Mind of Man Surrenders and Dies

From "Cannery Notes"

Ask the average man to go back to life as it was lived a hundred years ago and he will<sup>20</sup> have you under "observation" in fifty seconds. Ask him to give up his automobile, his radio, his telephone, or his<sup>40</sup> electricity, and he will cry out to the Heavens his defiance.

Tell him to go back a hundred years to<sup>60</sup> the thoughts, the knowledge, the manner of dress, the methods in education, the practices of medicine, or even the methods<sup>80</sup> of warfare of those days, and he will howl at your impudence and tell you that you have been a<sup>100</sup> long time dead even if you have not discovered the lamentable fact.

Yet, in those same days only a hundred<sup>120</sup> years ago there lived millions of honest, respectable, virtuous folk who declared to themselves, to their children, and to their<sup>140</sup> neighbors that the life they were living was complete and perfect; that the civilization they had achieved was an unsurpassable<sup>160</sup> one. And on the man who declared that in a hundred years their achievements, their tools, their ideas, would be<sup>180</sup> outworn and obsolete—on him they visited a contempt that was terrible to behold.

Well then, what of us? What<sup>200</sup> will we look like under the microscope of time? Even now, science peering into the dim fog of "tomorrow" promises<sup>220</sup> us miracles which will make our own remarkable achievements as obsolete in a hundred years as the horse-drawn buggy<sup>240</sup> is today. With the rising of each new sun, this crawling, creeping, suffering, inexhaustible, never-to-be-denied miracle, which<sup>260</sup> men call progress, cries out its challenge and works its change.

Still, are there not millions among us today who<sup>280</sup> shout from the housetops that all is well with us and with the world we live in? Are there not<sup>300</sup> many who feel that we have arrived at a pinnacle of virtue and performance beyond which man can never pass?<sup>320</sup> In the face of these lessons of history—in the light of what a single century does to our hopes<sup>340</sup> and our dreams—how can we ever say that we are satisfied? Knowing that the future holds so much, knowing<sup>360</sup> how puny these things of which we boast today will look in a hundred years, what is this thing which<sup>380</sup> comes into our lives and makes us sit back, content and satisfied?

Only this: We human beings die twice in<sup>400</sup> a lifetime. There is the death which

comes with the last heartbeat; but there is the earlier death, too, when<sup>420</sup> the mind shrivels up and dies—dies permanently and forever—even if it is stored in a body which moves<sup>440</sup> and walks and talks and breathes; dies and becomes as useless as the nose ring on the face of a<sup>460</sup> Zulu chieftain.

And because this death of the mind is so painless, because it steals up on us just when<sup>480</sup> we are so completely satisfied, we little realize that it has come. And thousands of men go through life, never<sup>500</sup> knowing—little realizing—that death has come to them. The mind no longer seeks; no longer challenges; no longer hungers<sup>520</sup> after truth and knowledge—the mind is dead.

Do you seek to avoid this earlier death of the mind? Then<sup>540</sup> feed it—nourish it with a discontent—challenge—penetrate—search out—inquire—learn why and how. And whenever that imposter,<sup>560</sup> Mr. Satisfaction, comes to visit you, hurl him into the yawning spaces and set yourself to the future—to greater<sup>580</sup> truths—to greater wisdom—to the greater happiness these conceal. In this way you shall come upon the truth; and<sup>600</sup> coming upon it, "it shall make you free." (608)

--:

Only those who object to being told are those who really need telling. (13)

### Business Letters

(From "Rational Dictation," Part I, pages 28 and 29, letters 41 and 42)

Mr. Walter Evers  
115 Woodward Avenue  
Detroit, Michigan

Dear Sir:

You asked to be notified when coal was<sup>20</sup> at its lowest figure. We think it is at that point now and in all probability it will begin to<sup>40</sup> advance soon at the rate of 15 cents a month.

If you are ready to put in your winter's supply<sup>60</sup> of coal and wish our representative to call, please notify us on the enclosed postal card. We guarantee full weight<sup>80</sup> and prompt delivery.

Very truly yours, (86)

Mrs. Charles J. Elias  
132 Fourth Street  
Clarksburg, West Virginia

Dear Madam:

You have had an opportunity<sup>20</sup> to test our brush thoroughly and we hope it has fully met your expectations.

Any practical household necessity that saves<sup>40</sup> time and labor and has so many useful features is worth referring to your friends. If you will give us<sup>60</sup> the names of ten friends or neighbors who have seen our brush or might be interested in having one for<sup>80</sup> their own home, we will send you another brush free, all charges paid. We will not use your name unless<sup>100</sup> you give us permission to do so.

Check the names of any who have shown

an interest in the brush<sup>120</sup> or a desire to have one, and we will include free a special polishing cloth for cleaning silver and jewelry.<sup>140</sup>

Yours very truly, (143)

### Judge's Charge to the Jury

Gentlemen of the Jury, this case, as well as every other case that will come before you in this part<sup>20</sup> of the court, when reduced to lowest terms amounts to this: Some one is here asking us to take money<sup>40</sup> from some one else and hand it to him. That is a serious responsibility to assume when we comply with<sup>60</sup> that request. The law assumes that that which a man has is his. The law assumes that the overcoat you<sup>80</sup> wear into court this morning is yours by reason of being in your possession. If any one comes along and<sup>100</sup> lays claim to the overcoat, the law does not give it to him because he asks for it, nor will<sup>120</sup> the law guess as to which has the better right to it. The law requires the man claiming the property<sup>140</sup> of another to come into court before a judge and a jury and make it reasonably certain that he is<sup>160</sup> entitled to the property he claims before the law will step in and take property from one and hand it<sup>180</sup> to another.

Now these two litigants are appealing to that law for the enforcement of their rights. It is the<sup>200</sup> same law that protects you and me in the possession of that which we have, or gives to us that<sup>220</sup> which we have a right to. But the law imposes upon the person asking us to take property from another<sup>240</sup> and hand it to him the burden of proving his case by a fair preponderance of the credible testimony. That<sup>260</sup> is, when the testimony that he adduced here before you and me in proof of his claim is weighed in<sup>280</sup> the balance as against the opposing testimony, the plaintiff's proof must outweigh fairly the testimony on the other side before<sup>300</sup> the law will interfere. If the scales are so evenly balanced that you cannot make up your minds without mere<sup>320</sup> conjecture, the law will not interfere; the law will leave the parties in the position in which their own acts<sup>340</sup> placed them.

Now the plaintiff is here asking us to give him a large sum of money, to take it<sup>360</sup> from the defendants and give it to him. \$5808.45 is what he<sup>380</sup> claims in his complaint. On the one side is Mr. Rose, the plaintiff, who is asking for this money. He,<sup>400</sup> himself, is his only witness. (405)

(To be continued next month)

--:

A successful man is one who performs the maximum usefulness to society, within the limits of the possibilities of his<sup>20</sup> field of endeavor. (23)

### Short Stories in Shorthand

#### Cause and Effect

Beryl: You must have been pretty once, mummie.

Mother: Why do you think that, darling?



## Teachers

Get a choice position through us—any part of the country. Openings in business schools, high schools, colleges—now or later. Half of the state universities have selected our candidates. Dependable service. Employers report your vacancies. Write us now.

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*(A Specialty by a Specialist)*

E. E. Gaylord, *Mgr.*,

Larcom Ave.,

Beverly, Mass.



Beryl: Because you've got such<sup>20</sup> a pretty little girl. (24)

### Profiting by Experience

One magistrate said to another, "That prisoner put up a very good fight the other day, didn't he?"

"No wonder,"<sup>20</sup> replied the second, "He's got the courage of his twenty-one convictions." (32)

### Impossible

Mr. Plato (angrily): Don't stand there. Go and fetch the village doctor.

Ralph: Can't, sir, you've run over him. (19)

### Something New From Scotland

Hazel: Can you tell me the difference between a storage battery and a Scotchman?

Bill: No, what is the difference?<sup>20</sup>

Hazel: Well—you can overcharge a battery. (27)

### Both Right

As a steamer was leaving the harbor of Athens a passenger approached the captain, and, pointing to the distant hills,<sup>20</sup> inquired:

"What is that white stuff on the hills, captain?"

"That is snow, madam," replied the captain.

"Well," remarked the<sup>40</sup> lady, "I thought so myself, but a gentleman just told me it was Greece." (54)

### Youthful Logic

Little Boy: Daddy, why do the trains run so fast?

Daddy: To get to the next station in time, I<sup>20</sup> suppose.

Little Boy: Well, Daddy, why don't they start in time? (31)



### Other Spring Meetings

(Continued from page 12)

ITS ORGANIZATION, MANAGEMENT, SYSTEM, AND EQUIPMENT; Professor G. E. Jackson, Department of Economics, University of Toronto, Toronto, REMARKABLE EXPANSION OF CANADA'S FOREIGN TRADE; P. McIntosh, Managing Director, Shaw's Schools, Ltd., Toronto, A STUDY OF NEGOTIABLE INSTRUMENTS; George M. Henry, B.A., Commercial Department, Oshawa Collegiate Institute, Oshawa, Ontario, VOCATIONAL GUIDANCE; P. G. Cherry, Secretary and Assistant Manager, *Might Directories Limited, THE POWER OF THE BUSINESS LETTER.*

#### New Officers:

PRESIDENT, George M. Henry, B.A., Commercial Department, Oshawa Collegiate Institute, Oshawa, Ontario.

VICE-PRESIDENT, L. White, A.M., B.Paed., Toronto, Ontario.

SECRETARY-TREASURER, B. H. Hewitt, Toronto, Ontario.

COUNCILLORS, Miss Weatherill, Galt Collegiate Institute, Galt, Ontario; Miss Brimmicombe, St. Catharines Collegiate Institute, St. Catharines, Ontario; Alfred Laird, Guelph Collegiate Institute, Guelph, Ontario; C. Giffin, Eastern High School of Commerce, Toronto, Ontario.

SOUTHWESTERN PRIVATE COMMERCIAL SCHOOLS' ASSOCIATION, Baker Hotel, Dallas, Texas, April 26, 1930.

#### Speakers:

Senator Thomas G. Pollard, ENFORCING THE PRIVATE COMMERCIAL SCHOOL LAW IN TEXAS; H. E. Barnes, Barnes Commercial College, Denver, Colorado, SAFEGUARDING THE FUTURE OF THE PRIVATE COMMERCIAL COLLEGE; Dr. James G. Ulmer, Tyler Commercial College, Tyler, Texas, TREND OF PRESENT-DAY EDUCATION; Goldina M. Fisher, The Gregg Publishing Company, Chicago, Illinois, WHAT BUSINESS EXPECTS OF YOUR GRADUATES; J. E. George, Enid Business College, Enid, Oklahoma, BUILDING THE SCHOOL FROM THE INSIDE; John M. Hill, Hill's Business College, Oklahoma City, Oklahoma, IMPORTANCE OF MAINTAINING GOOD WILL OF SCHOOL OFFICIALS; E. A. Guise, Tulsa Business College, Tulsa, Oklahoma, UNIFORMITY IN COURSES AND RATES; H. M. Woodward, The South-Western Publishing Company, New York, N. Y., IMPROMPTU TALK ON CO-ORDINATION BETWEEN THE BUSINESS COLLEGES AND THE BUSINESS OFFICES; A. B. Edward, Southwestern Representative, The Stenotype, Albiene, Texas, PRESENT DEVELOPMENTS IN THE STENOGRAPHIC FIELD; J. D. Miracle, Draughon's Business College, San Antonio, Texas, SOLICITORS—HOW AND WHY WE USE THEM; Dr. J. L. Harman, Bowling Green Business University, Bowling Green, Kentucky, THE PRIVATE BUSINESS SCHOOL OF YESTERDAY, TODAY, AND TOMORROW; Dr. H. W. Stillwell, Superintendent, Texarkana City Schools, Texarkana, Texas, Banquet Address—HOW THE PRIVATE BUSINESS SCHOOL CAN BUILD GOOD WILL WITH HIGH SCHOOLS AND COLLEGES.

#### New Officers:

PRESIDENT, George A. Meadows, Meadows-Draughon Business College, Shreveport, Louisiana.

VICE-PRESIDENT, C. W. Stone, Hill's Business College, Oklahoma City, Oklahoma.

SECRETARY-TREASURER, A. N. Beasley, Tyler Commercial College, Tyler, Texas.



### A Novel Expedient

(Concluded from page 24)

Leer, creed, nigger, well-will, deign, ticked, lea, dig, ran, nag, decay, deck, mad, rear, nail, tame, dale, ear, tin, tan, rat, grim, neck, meeker, calm, clad, maker, nacre, are our, mail, nickel, writ, tray, ram, glee, greet, made, mead, rim, ray, din, rare, rate, gay, team, teal, tag, tale.

Of course this plan could not be used with wall blackboards, but it can be applied with blackboards on stands or frames.

We congratulate Mr. Spillette on his clever scheme and also upon the excellent results he has secured in teaching the system.

## *J. F. Fish Has Regained His Sight!*

(Concluded from page 24)

heard her jump up. Then I turned my head and I saw a woman coming toward me. I thought it must be my wife. I told her I thought I could see, but that probably it was just my fancy. Then she fell forward fainting, and I caught her. I knew then that I really could see.

"The next morning after I started shaving—I have shaved myself throughout all these thirty years—it occurred to me that I might as well look at myself in the mirror. My face was fatter than I imagined it, and I hadn't known that my hair was gray. At breakfast my wife said, 'And do I look old and wrinkled and gray to you?' I said, 'No more than I do.' Of course, I had always thought of her as the girl she was when I first lost my sight.

"A few days later I drove along the outer lake drive and then into the loop district, see-

ing the new Board of Trade building and all the other skyscrapers, while airplanes circled overhead. It was a thrilling sight to me, and I got down on my knees in the automobile to see the tops of the buildings. I never would have dared to walk through the loop as I have all these years if I had known those buildings were towering above me and those automobiles rushing everywhere.

"All my associates and students that I have heard but never have seen are now unreal, somehow. I must shut my eyes to know to whom I am speaking. To see flowers again is very wonderful to me. I was an artist before I became blind, and all through those years I have kept my sense of color and form.

"I think God has been very kind to me."

Thousands of friends join Mr. and Mrs. Fish in their rejoicing.



## *A Talk About the Gregg Writer Awards*

(Continued from page 10)

for his first position. The cultivation, therefore, of accuracy and artistry in typing are important in practice work.

### *Gregg Transcription Tests*

Office production depends largely upon the proper correlation of shorthand and type-writing in an efficient job of transcription, and only the student who develops a high degree of skill in transcription is competent to fill a stenographic position.

There are certificates, pins, and medals offered, therefore, to students with ability to correlate shorthand and typewriting in accurate transcription. The first transcription certificate is available at sixty words a minute, the second certificate for eighty words a minute in shorthand; the third certificate for one hundred words a minute in shorthand; and the pin for 120 words a minute.

The material for these tests is sent to teachers each month without charge, sealed, counted, and ready for dictation. Teachers who wish to avail themselves of this service should write today, giving their names and the addresses and names of the schools in which they are teaching, and ask to have their names put on the mailing list to receive the tests each month commencing with October.

### *Expert Medals*

The silver, gold, gold and enamel, and diamond medals are the highest distinctions to be awarded to shorthand writers. The tests

for these medals require a shorthand speed of 140, 160, 175, and 200 words a minute, respectively, on tests of five minutes' duration. Students are eligible for the 140-word test only when they already hold the 120-word pin; for the 160-word test only when they have the 140-word medal, etc. Material for the medal tests will be available four times a year and is mailed only upon personal request of teachers who have students eligible for the test requested. No other medal tests can be mailed. The 120-word speed test for the gold pin will be sent out every month with the Junior test material.

### *Committee Supervision*

The tests for the silver and gold medals (140- and 160-word speeds) are to be conducted by a special committee. The committee will consist of a teacher in charge; a school official (such as a high school principal, a city or county superintendent of schools, or a member of the Board of Education, or a business college president); and a business or professional man (for instance, a doctor, lawyer, or merchant). A committee of this kind will be available in the vicinity of every school, public or private.

As it is the intention to make these tests a definite and uniform criterion of ability, this end will be contributed to by the safeguards of such a committee. This committee will supervise the conducting of the tests, will pass upon all transcripts, after which they will make out and sign a report, and submit it,

together with the qualifying transcripts, for review by the Credentials Department of the *Gregg Writer*. The first medal tests for this year will be issued in November, 1930.

The tests for the gold and enamel and the diamond medals are conducted only at the offices of the Gregg Publishing Company, or by their representatives. Teachers who have students eligible for these tests should notify the nearest office, therefore, so that arrangements may be made to have the test supervised the next time a representative is in the vicinity of the school.

After the tests have been given, papers should be checked carefully, in accordance with the rules published here, and those that qualify for certificates at the respective speeds mailed to the *Gregg Writer* Credentials Department, together with a fee of ten cents for each test (except the medal tests). The tests are then reviewed, and if the transcripts are satisfactory certificates issued.

Complete rules and regulations for giving and correcting tests are given in the Credentials Booklet.

### Club Prizes

Club prizes for Transcription Tests are to be awarded as follows this year:

For the best paper submitted in a club of ten or more qualifying papers at one hundred words a minute, a gold pin—the decision to be made on accuracy, spelling, arrangement, and general neatness of the paper.

A silver pin will be awarded for the best paper in a club of ten or more papers at eighty words a minute; and a bronze pin for the best paper in a club of ten or more papers at sixty words a minute.

In a mixed group of ten or more qualifying papers submitted, with less than ten papers of any one speed, the club prize is awarded to the student making the best record at the highest speed. But in the event that a mixed club contains a unit of ten papers of any one speed the prize is awarded to the student making the best record on that speed. If such a club contains two such units, one say, at 60, and the other at 80, and less than ten at 100, two prizes will be awarded, one each to the students making the best records on the 60- and 80-word tests, respectively. Again, if a mixed club contains ten or more 60's, and ten or more 80's and 100's combined, a prize will be awarded in the 60-word unit and another to the student making the best record at 100 words a minute.

### Let the Gregg Writer Awards Help Motivate Your Classes!

Each year clubs of papers are lost in the mail, held up in the files, or thrown out, because adequate information that would lead to a proper disposition of the club was not given. We wish to coöperate in every way that we can, and the details given here will be helpful to teachers interested in incorporating the awards' plans in their curriculum. Any questions relative to these rules or tests, if addressed to the editor of the Credentials Department of the *Gregg Writer*, will be answered fully. Let your slogan be

USE THE GREGG WRITER CREDENTIALS—ACCOMPLISH MORE AND WORRY LESS!

## Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Mrs. Nina Jackson Alexander, Clanton, Alabama  
Charlotte Shanks Anderson, Springfield, Massachusetts  
Jesse E. M. Arends, Cedar Falls, Iowa  
E. Wyatt Arnett, Huntington, West Virginia  
Dorothy Duane Artell, Deep River, Iowa  
Mildred Bailey, Beaumont, Texas  
Lillian Holman Baldwin, El Paso, Texas  
Pauline L. Bannister, Easthampton, Massachusetts  
Phyllis Barikus, Springfield, Massachusetts  
Mary Mabel Bartlett, Stonington, Maine  
Alice Basker, Lead, South Dakota  
Grace I. Becker, Fort Wayne, Indiana  
Elene Bergeron, Springfield, Massachusetts  
Rose Bettencourt, Springfield, Massachusetts  
Helen E. Blanchard, Columbus, Wisconsin  
Gladys Borge, Cedar Falls, Iowa  
Clayton Bradeen, Springfield, Massachusetts  
Fern Braden, Kansas City, Missouri  
Pauline Brooks, Mountain View, Oklahoma  
Marjorie Brunswold, Cedar Falls, Iowa  
Elizabeth E. Burger, Springfield, Massachusetts  
Thomas Joseph Burke, Springfield, Massachusetts  
Edna Maye Burkey, Sheldahl, Iowa  
C. C. Calhoun, Conway, Arkansas  
Lura L. Call, Springfield, Massachusetts  
Arima C. Campo, Springfield, Massachusetts  
Esther Carrothers, Colorado Springs, Colorado  
Margaret Olive Cassells, Springfield, Massachusetts

May Dickey Chatfield, Macon, Georgia  
Elmer Christensen, Cedar Falls, Iowa  
Thelma H. Clawson, Cedar Falls, Iowa  
Edna Coburn, Dover-Foxcroft, Maine  
Wanda Diva Comolli, Springfield, Massachusetts  
Bermelta Cone, Cedar Falls, Iowa  
Lydia J. Cooper, Hillsboro, Texas  
Nicholas Charles Corace, West Hartford, Connecticut  
Lucy Marie Corish, Springfield, Massachusetts  
Marjorie Estelle Crandall, Springfield, Massachusetts  
Judith Creel, Lewistown, Montana  
Doris H. Crose, Springfield, Massachusetts  
Margaret M. Curnow, Terraville, South Dakota  
Margaret A. Dahl, Cedar Falls, Iowa  
Arturo F. de Castro Poey, Havana, Cuba  
Louise Dolecheck, Cedar Falls, Iowa  
Johnelle Dumas, Corpus Christi, Texas  
Pauline Durmeire, Guthrie, Oklahoma  
Wanda Zofia Dymon, Springfield, Massachusetts  
Anna H. Everhardy, Los Angeles, California  
Elizabeth Tileston Fairbank, Northampton, Massachusetts  
Louise Ann Ferriter, Westfield, Massachusetts  
Weta Footitt, Warren, Illinois  
John Joseph Gallagher, Springfield, Massachusetts  
Frances M. Gibbs, Springfield, Massachusetts  
M. Louise Gibon, Springfield, Massachusetts  
Lena Gilman, Woodville, New Hampshire  
Edith Vera Gilpin, Springfield, Massachusetts  
Maxine Goody, Lead, South Dakota  
Paul Grier, Cedar Falls, Iowa  
Herminia C. Grita, Springfield, Massachusetts  
Wanda M. Grita, Springfield, Massachusetts  
Zygmunt Gutkowski, Springfield, Massachusetts

Bessie Lee Hawes, Mountain View, Oklahoma  
 Ruth E. Hatch, Stephentown, New York  
 Hilda Henriksen, Northampton, Massachusetts  
 Constance M. Higgins, Fort Fairfield, Maine  
 Harold S. Higgins, Jonesport, Maine  
 Anita M. Hoffman, Flatonia, Texas  
 Vivian Holley, Lake Worth, Florida  
 Hazel Bernice Hunting, Springfield, Massachusetts  
 Stella Blanche Hyde, Springfield, Massachusetts  
 Virginia A. Hyland, Springfield, Massachusetts  
 Opal Ingram, Corpus Christi, Texas  
 Bernice Johanson, Cedar Falls, Iowa  
 John R. Johnson, Springfield, Massachusetts  
 Effie May Jules, Springfield, Massachusetts  
 Lillian A. Kelley, Jonesport, Maine  
 Catherine M. Kelly, Leadville, Colorado  
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 Agnes Ethel Poole, Cedar Falls, Iowa  
 Earle M. Potter, Springfield, Massachusetts  
 Harold W. Powers, Springfield, Massachusetts  
 Rebecca M. Read, Springfield, Massachusetts  
 Gail E. Reddish, Lead, South Dakota  
 Myrle Reynolds, Cedar Falls, Iowa  
 Eva G. Richards, Springfield, Massachusetts  
 Orpha A. Rivest, Springfield, Massachusetts  
 Julia Rowe, Cedar Falls, Iowa  
 Amy W. Sampson, Springfield, Massachusetts  
 Ruth C. Saupe, Spirit Lake, Iowa  
 Marie Scott, Cedar Falls, Iowa  
 Freda P. Seeley, Auburn, Maine  
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 Elaine G. Sevey, Springfield, Massachusetts  
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## The New Home of Gregg Shorthand

(Concluded from page 22)

private collection of shorthand books, which is one of the largest in the world. Many of these shorthand books date back hundreds of years—quaint, artistic, and some of them done by artists, entirely by hand. Surrounding this main room are grouped the six private offices devoted to the editorial activities. These are occupied by Mr. A. A. Bowle, Mr. Harold Smith, Miss E. Lillian Hutchinson, Mr. Clyde Blanchard, Miss Merritt Brown, and their secretaries.

## The Other Departments

To the west of the reception hall—but entirely separate—are located the offices of the *Gregg Writer* and the *American Shorthand Teacher* (Mr. Louis A. Leslie, business manager), the Credentials Department (in charge of Miss Florence E. Ulrich), the publishing company general offices (under the direction of Mr. Henry Boer), the filing department, the mailing rooms, and the shipping department. All of the latter are models of modern office efficiency, and will enable us to carry on our work and give even better coöperation to commercial teachers and schools throughout the country than heretofore.

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Under the line "The Home of Gregg Shorthand" (which was mentioned early in this article) we should like you to inscribe lastingly in your memory another line reading:

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